

## **Managing Integrative Holistic Early Childhood Education in Resource-Limited Contexts: A Case Study of a 'Satu Atap' Kindergarten in Indonesia**

**Martha Lasniroha Simanjuntak<sup>1</sup>, Syaiful Eddy<sup>1</sup>, Muhammad Fahmi<sup>1</sup>**

<sup>1</sup>Universitas PGRI Palembang, South Sumatra, Indonesia

Corresponding author e-mail: [marthaaals00@gmail.com](mailto:marthaaals00@gmail.com)

Article History: Received on 2 February 2026, Revised on 20 February 2026,  
Published on 7 April 2026

**Abstract:** This case study examines the implementation of integrative holistic early childhood education (IH-ECE) management at a 'Satu Atap' kindergarten in suburban Indonesia, where limited resources and farming community characteristics create unique implementation challenges. Drawing on in-depth interviews with the principal and teachers, participatory observation, and document analysis, we analyze how the institution operationalizes the four management functions (planning, organizing, actuating, controlling) within the constraints of high teacher-student ratios (1:20), dual educator roles, and limited technology. Findings reveal that despite resource limitations, the institution demonstrates best practices including child-centered planning, center-based environmental organization, and continuous supervision through reflective practice. However, implementation gaps exist between principal and teacher perspectives, and external stakeholder involvement in evaluation remains limited. Through SWOT analysis, we identify six priority strategies: human resource capacity strengthening, resource optimization, technology utilization, partnership strengthening, monitoring and evaluation system development, and learning organization cultivation. The study contributes to understanding how IH-ECE principles translate into practice in resource-constrained settings and offers implications for policy and practice in similar contexts across the Global South.

**Keywords:** Educational Management, Integrative Holistic Service Program, POAC Function

### **A. Introduction**

Early childhood education is an important foundation in shaping the quality of human resources in the future (Rumbidzai, & Achebe, 2023; Zhang, 2025; Alsheikhly, et. al., 2025). The city of Prabumulih as one of the cities in South Sumatra Province has its own challenges in organizing quality and comprehensive early childhood education. The geographical condition of the city bordering Muara Enim Regency, with the characteristics of the community who mostly earn a living as farmers and workers in the mining and plantation sectors, creates socio-economic dynamics that

affect the implementation of early childhood education services. The diversity of family socioeconomic backgrounds, the level of parental education that varies from primary to secondary education, and high parental mobility due to job demands are contextual factors that require a special approach in the implementation of early childhood education in this region.

Cambai District as one of the areas in Prabumulih City has unique characteristics where the majority of the people work as farmers with a life that depends on agricultural products. The geographical conditions of being on the outskirts of the city with a distance of about ten kilometers from the city center, surrounded by plantation areas and rivers, create its own challenges in access to early childhood education services. Kindergarten Satu Atap Prabumulih, located in Cambai Village, is present as an educational institution that combines kindergarten and elementary school levels in one complex, serving early childhood children from farming and working families with diverse socio-economic conditions. The existence of this institution is important considering the limited choice of early childhood education services in the region, as well as a hope for the community to get quality educational services for their children.

An interesting phenomenon that occurred at Kindergarten Satu Atap Prabumulih is the institution's efforts to develop integrative holistic service programs despite facing various limitations. Based on the Education Unit Operational Curriculum document for the 2023/2024 school year, this institution has established partnerships with various parties in providing integrative holistic services for students. The education service is in partnership with the Prabumulih City Education and Culture Office. This partnership pattern shows the institution's awareness of the importance of integrating various aspects of services to support children's growth and development optimally in the education aspect.

The reality on the ground shows that children in Prabumulih Kindergarten Satu Atap face various challenges in growth and development that require comprehensive handling. The characteristics of the students, which consist of children aged four to six years with diverse backgrounds, some of whom are transfers from Raudlatul Athfal and some who have never received formal education before, create varied service needs. The condition where almost all students come from farming families with parents who often have to go to the garden leaving the children at home with their brothers or grandmothers, raises the need for more intensive parenting assistance. This situation requires an education management approach that is able to accommodate the diversity of children's needs while involving families and communities in the education process (Beveridge, 2013).

The urgency of this research arises from the gap between government policies on integrative holistic early childhood education and the reality of its implementation at

the education unit level. Presidential Regulation Number 60 of 2013 concerning Holistic-Integrative Early Childhood Development has mandated the importance of providing comprehensive services, but its implementation still faces various obstacles, especially in areas with limited resources. Kindergarten Satu Atap Prabumulih with funding sources from non-governmental organizations and Operational Assistance for the Implementation of Education, faces challenges in providing quality integrative holistic services. Nonetheless, the institution has demonstrated innovative efforts in optimizing existing resources through collaboration with various parties, which is interesting to study in more depth as an integrative, holistic-based education management practice model.

The gap in the problem identified is the lack of an in-depth study of educational management practices based on integrative holistic service programs in early childhood education institutions with characteristics such as Kindergarten Satu Atap in Cambai District. Previous studies have mostly discussed the implementation of integrative holistic PAUD institutions in urban areas with adequate facilities, while studies in rural or suburban contexts with limited resources are still very limited. In addition, the majority of previous research focused on the technical aspects of program implementation without comprehensively analyzing managerial aspects which include planning, organizing, implementing, and supervising programs in a unified education management system. In fact, the education management aspect is key to the successful implementation of integrative holistic programs considering the complexity of coordination required in integrating various services from various parties.

The novelty of this research lies in an in-depth exploration of the practice of integrative holistic service program-based education management in the specific context of Kindergarten Satu Atap in suburban areas with the characteristics of farming communities. This research not only identifies the components of integrative holistic programs that are applied, but also analyzes how education management systems are designed and implemented to integrate educational services as synergistic programs. The focus on the implementation mechanism of education management in the integrative holistic program of education services in Cambai District is a novelty that distinguishes this study from previous studies.

The importance of this research is also driven by the factual conditions of education implementation at Kindergarten Satu Atap Prabumulih which shows unique practices in implementing integrative holistic programs. Based on the operational curriculum document of the education unit, this institution has integrated various programs such as learning objectives from learning outcomes elements, intracurricular or extracurricular programs and Pancasila student profile strengthening project programs that raise the theme of local food and regional culture. These programs show a comprehensive effort in providing integrative holistic services, but there has been no study that analyzes how these programs are

managed managerially, how coordination is carried out, how program evaluation is carried out, and what are the supporting and inhibiting factors in their implementation and strategies to overcome them.

The aspect of education management is crucial in this study considering the complexity of managing integrative holistic programs involving various stakeholders. The organizational structure of Kindergarten Satu Atap Prabumulih, which consists of a principal, four classroom teachers with undergraduate qualifications, and one administrative staff, needs to manage not only learning programs but also coordination with various external partners. The program planning mechanism involving the teacher team, school committee, and guardians of students as stated in the determination of the vision and mission of the education unit, shows an interesting participatory approach to be studied in more depth. What an integrative holistic program planning is arranged, how roles and responsibilities are shared in implementation, how monitoring and evaluation mechanisms are carried out, and how communication and coordination with external partners are managed, are managerial aspects that need to be revealed to comprehensively understand integrative holistic education management practices.

The context of Prabumulih City and especially Cambai District provides its own uniqueness in this study. The characteristics of the learning environment located in the suburbs with good road access, adjacent to the sub-district office and health center, provide strategic collaboration potential in the implementation of integrative holistic services. The community culture that is still thick with the value of mutual cooperation, as seen in the habit of helping each other during celebrations, building houses, and other social activities, is a social capital that can be optimized in the implementation of the program. But on the other hand, the level of parental education, which is mostly only up to the primary and secondary levels, as well as the busyness of parents who have to go to the garden to leave their children, are challenges in parental involvement in the program. An in-depth study of how education management in Kindergarten Satu Atap responds to these contextual challenges and optimizes existing local potential, will make an important contribution to the development of contextual and sustainable integrative holistic service models, not only for Prabumulih City but also for other areas with similar characteristics in Indonesia.

Based on actual phenomena and social observations at Kindergarten Satu Atap, Cambai District, Prabumulih City, South Sumatra Province, several major problems in educational services can be identified. These problems arise from the limitations of the implementation of integrative holistic education service programs, as follows; The high teacher-student ratio (1:20) limits early childhood attention, *the dual role of educators causes work overload*, limited learning technology facilities, the child development monitoring system is still manual, program evaluation has not

involved external stakeholders (parents, partners) and limited evaluation of the long-term impact of the program.

This condition indicates the importance of strengthening the management of Integrative-Based Holistically-based Education Service Programs in PAUD institutions, especially in Kindergarten Satu Atap. The facts that occur in the field, this service program has not been related simultaneously and systematically in developing the essential needs of early childhood which have diverse characteristics, both educationally. Therefore, there is a need for early childhood education that implements programs with more than one service achievement called integrated services with the scope of integrative holistic service programs. This condition shows the need for an education management model that is able to integrate holistic education services so that early childhood in the Kindergarten Satu Atap of Cambai District can obtain comprehensive and quality educational services according to their optimal development needs.

The managed Integrative Holistic Services (PLHI) program is here as an answer to the need for an integrated approach in early childhood education. Regulations related to PLHI have been strengthened through Presidential Regulation Number 60 of 2013 concerning Integrative Holistic Early Childhood Development and Regulation of the Minister of Education and Culture Number 129 of 2014 concerning Homeschooling. The urgency of research on education management based on the Integrative Holistic Service Program is getting stronger with government policies that encourage the strengthening of early childhood character and competence as part of efforts to prepare Indonesia's golden generation 2045. Through Permendikbud Number 18 of 2023 concerning National Standards for Early Childhood Education, the government emphasizes the importance of integrating various services that support children's growth and development. At the Kindergarten Satu Atap, efforts to integrate these various services still face various challenges, especially in terms of coordination with external parties.

Based on this background, it is important to conduct in-depth research on "Integrative Holistic Service Program-Based Educational Management in Early Childhood in Kindergarten Satu Atap, Cambai". This research is not only relevant to national policies related to integrative holistic early childhood development, but also responsive to local needs in improving the quality of early childhood education in Cambai District. Through a qualitative approach, this research is expected to reveal the complexity and dynamics of the management of the Integrative Holistic Service Program in the context of kindergarten, as well as provide practical recommendations for improving policies and practices in the field.

The formulation of the problem in this study is 1) How do educators at Kindergarten Satu Atap operationalize the four management functions (planning, organizing, actuating, controlling) in implementing the Integrative Holistic Service Program

under conditions of resource constraint?; 2) What gaps exist between principal and teacher perspectives on program implementation, and what factors explain these gaps?; and 3) What contextual strategies emerge from the institution's adaptation to resource limitations, and how do these strategies align with or diverge from recommended IH-ECE practices in the literature?

## **B. Methods**

In this study, the researcher used a qualitative descriptive research method (Doyle, et. al., 2020; Furidha, 2023; Kim, et. al., 2017; Koh, & Owen, 2000). The type of descriptive research used is a case study and the object of the researcher is the Kindergarten Satu Atap, Cambai District, Prabumulih City. The focus of this research is the management of integrative holistic service programs in early childhood education in Kindergarten Satu Atap, Cambai District by focusing on how to plan, organize, implement, supervise and follow up strategies.

The data collected in this study focuses on an in-depth understanding of integrative holistic program-based education management in early childhood. The data includes information on policies, practices, and experiences related to the implementation of integrative holistic programs in Kindergarten Satu Atap, Cambai District. Data collection was carried out through in-depth interviews, participatory observations, and analysis of relevant documents, such as curriculum and lesson plans. With this approach, the research aims to identify the patterns, themes, and impacts of the program on child development.

The main data sources in this study consist of resource persons who have relevant knowledge and experience in the context of early childhood education. The speakers included the Principal and Teachers of the Kindergarten Satu Atap of Cambai District, who provided insight into the policies and practices of education services. By utilizing these various data sources, the research is expected to provide a comprehensive picture of the implementation of integrative holistic program-based education management.

Qualitative data analysis techniques are the process of examining and discussing data in depth to obtain certain meanings, interpretations, and conclusions from all data in research. Data analysis can also be interpreted as the activity of compiling, selecting, and processing data into a systematic and meaningful form (Qomaruddin & Sa'diyah, 2024). In essence, qualitative data analysis is an activity to organize, sort, group, code or mark, and categorize it so that a finding is obtained based on the focus or problem to be answered (Saleh, 2017). Data analysis in qualitative research has been possible since researchers have been in the field. From the data analysis, the theme and hypothesis formulation can be obtained. To get to the theme and get a hypothesis formulation, of course, it must be based on the research objectives and the formulation of the problem. The stages of data analysis according to Miles and

Huberman are 1) Data Presentation; 2) Data Reduction; 3) Data Verification; and 4) Conclusion Drawn.

### **C. Results and Discussion**

#### **Education Management in the Integrative Holistic Program of Education Services at Kindergarten Satu Atap, Cambai District**

The results of the study show that education management in the integrative holistic program of educational services at the Kindergarten Satu Atap in Cambai District has implemented the four management functions (*Planning, Organizing, Actuating, Controlling*) comprehensively and integrated. This finding is in line with the opinion of Asy'ari (2023) who stated that management according to function means the activities of planning, organizing, directing, implementing and controlling organizational resources to achieve goals effectively and efficiently.

#### **Integrative Holistic Education Services Program Planning**

The results of the study show that the planning of integrative holistic education service programs in Kindergarten Satu Atap in Cambai District has applied comprehensive planning principles and is oriented to the needs of children. This is in line with the opinion of Rasmani et al. (2022) who stated that the objectives of planning integrative holistic PAUD programs include stimulating child growth and development, cultivating character education, and the learning process. The finding that planning begins with an in-depth assessment of the child's individual characteristics through communication with parents demonstrates the implementation of *strong child-centered* principles. This approach is confirmed by Kristiwati's (2023) research which found that effective IP program planning goes through three processes: environmental observation, formulation of the vision, mission and goals of the institution, and strategy formulation. However, this study deepens Kristiwati's findings by revealing that intensive communication with parents is not just an administrative formality, but also an ecological mechanism to understand children in the context of family and community.

Comparison with Relevant Research states that Amin et al. (2024) in their research at KB-TK Negeri Pembina 1 Malang City found that "integrative holistic program planning in instilling character values in early childhood is carried out with parenting and the preparation of RPPH." The findings of this study are in line but add a more in-depth dimension of individual assessment, not only through parenting sessions but also through home visits and regular communication with parents. Meanwhile, Iin et al. (2024) identified that PAUD HI planning is often hampered by "limited infrastructure facilities and educator competence." The findings of this study show that Kindergarten Satu Atap Cambai overcomes these limitations through creative learning media planning by utilizing local and recycled

materials, which not only overcome financial limitations but also teach children the value of environmental care.

The Integration of the Sixth Aspect of Development is a strategy for the integration of the six aspects of development in the learning theme found in this study in line with the principle of *integrated curriculum* advocated by Muamanah (2020). Muamanah's research (2020) shows that "the implementation of a holistic-integrative curriculum can improve the quality of education because it facilitates meaningful and contextual learning." The findings of this study strengthen this argument by providing empirical evidence that the integration of developmental aspects in themes such as "Plants" allows children to develop a complete understanding of phenomena, rather than fragmented knowledge.

### **Organizing Integrative Holistic Education Services Program**

The organization of integrative holistic educational service programs shows a clear structure with role differentiation based on function. This is in line with the opinion of Wardhana (2024) who states that "effective organizing is characterized by well-defined roles, efficient coordination, and organizational structures that are aligned with the needs and context of the organization." Comparison with relevant research from Rochmawati et al. (2025) in their research at PAUD Tabelcan found that "The principal together with the teacher compile and organize the program, with reporting-based supervision." The findings of this study are in line but reveal specific challenges in the form of *dual roles* experienced by educators at Cambai Kindergarten Satu Atap, which were not found in the study of Rochmawati, et al., (2025). *This dual role*, although it is an adaptation to the limitations of human resources, has the potential to cause *work overload* that needs attention from the Education Office. Furthermore, according to Sugian, et. al. (2021) in his research at the Ampenan NGO PAUD also found a similar *dual role phenomenon*, where "The Head of the NGO PAUD has made a plan as evidenced by the existence of an integrative holistic PAUD planning program document that contains the objectives, processes, and planning principles compiled by the Head of the institution and teachers of the Ampenan NGO PAUD." This indicates that *dual roles* are a common phenomenon in early childhood education institutions with limited resources, which requires a systemic strategy to overcome them.

The Organizing of the Learning Environment is the organization of the classroom in the form of activity centers found in this study in line with the findings of Hanifa, et. al., (2023) who stated that "the implementation of PAUD-HI services at the Kindergarten Negeri Pembina Lembah Melintang is going quite well... with human resources (principals, teachers and parents) being a supporting factor for success." This study adds the dimension that the organization of the prepared environment is also a crucial factor that facilitates independent learning and natural differentiation.

### **Implementation of Integrative Holistic Education Service Program**

The implementation of integrative holistic education service programs shows good consistency between planning and implementation. This is in line with the opinion of Rasmani et al. (2022) who stated that “the implementation of PAUD based on Holistic Integrative (HI) aims to build children’s character from the earliest possible through habituation, example, and application in teaching and learning activities.”

Comparison with relevant research, namely the implementation of learning while playing that is responsive to children’s interests found in this study is in line with the findings of Hanifa, et. al., (2023) who found that effective early childhood learning is characterized by “its implementation still refers to the standard of Presidential Regulation No. 60 of 2013” by involving five services in an integrated manner. However, this study deepens the findings by revealing that responsiveness to children’s interests requires continuous assessment and teachers’ flexibility in adjusting lesson plans, which was not explicitly found in the study of Hanifa, et. al., (2023). Furthermore, Asmawati, et. al., (2022) found that “The implementation of integrative holistic program services at the Early Childhood Education Unit in Banggae District, Majene Regency has been well carried out through cooperation and partnerships with related parties which are carried out through various service programs.” In contrast to the findings of Asmawati, et. al., (2022) which showed implementation through a separate program that was then integrated, this study found that Cambai Kindergarten Satu Atap integrated IP services naturally into daily activities, not as an additional program. This approach is more in line with holistic principles that emphasize integration, not *juxtaposition*.

The formation of character through habituation, example, and positive reinforcement found in this study confirms the findings of Rasmani et al. (2022) that “building character and moral values in early childhood is carried out using several methods, such as habituation, example, and application in teaching and learning activities.” This study adds a dimension of personal communication strategies to maintain children’s self-esteem, which shows sensitivity to social-emotional aspects in character education. In line with the opinion of Amin et al. (2024) found that “character values instilled through integrative holistic programs in KB-TK Negeri Pembina 1 Malang City include religious, independent, mutual cooperation, discipline, and caring characters.” The findings of this study are in line and add that value instilling is not only through explicit habituation but also through implicit modeling in daily teacher-child interactions.

### **Supervision of Integrative Holistic Education Services Program**

Supervision of integrative holistic educational services programs demonstrates an adaptive and comprehensive approach. This is in line with the opinion of Rochmawati, et. al., (2025) who states that “with a systematic and collaborative

approach, PAUD creates a safe environment and supports child development holistically, with the active participation of parents and strict supervision from teachers being important factors in the success of the program." In Comparison with Relevant Research, it was found that the monitoring system focused on 3-4 children per day in rotation found in this study was a creative adaptation to the challenge of high teacher-student ratio. Rochmawati et al. (2025) found that "service management at PAUD Tabelcan runs according to the management functions: planning, organizing, implementing, and supervising, with reporting-based supervision." This study adds the dimension that supervision is not only based on administrative reporting, but also through naturalistic observations and anecdotal notes that provide rich descriptions of child development.

Furthermore, Kristiwati (2023) found that "supervision through compiling instruments to ensure the success of integrative holistic programs." The findings of this study are in line but deepened by revealing that the instruments used are not only formal checklists but also anecdotal notes and portfolios that reflect the *authentic assessment approach*. Therefore, the evaluation of the effectiveness of the program based on the child's response and involvement as well as the achievement of learning objectives found in this study is in line with the principle of *child-responsive evaluation*. Laila (2013) stated that "Program evaluation is in the form of a report of all activities, while learning evaluation in Holistic Integrative activities to parents is carried out with questions and answers between learning residents and resource persons and vice versa." This study adds that evaluation does not only involve questions and answers, but also systematic observation of children's enthusiasm and involvement as an indicator of process quality. In the continuous evaluation cycle that integrates the results of the evaluation into the next planning, it shows the implementation of the principle of *continuous improvement*. This finding is in line with the research of Iin, et. al. (2024) who stated that "schools also still need to evaluate and monitor to ensure the effectiveness of the PAUD HI program." This study shows that Cambai Kindergarten Satu Atap has implemented systematic evaluation and monitoring through reflective discussions between teachers and routine coordination, although it has not formally involved external stakeholders.

### **Strategies in Education Management in the Integrative Holistic Program of Education Services in Kindergarten Satu Atap, Cambai District**

Based on the findings and analysis of the research, the researcher identified several key strategies to optimize education management based on integrative holistic service programs in Kindergarten Satu Atap, Cambai District by analyzing SWOT, namely:

## SWOT Analysis of Integrative Holistic Education Service Program

To formulate an education management strategy based on integrative holistic education service programs, the researcher conducted a SWOT (*Strengths, Weaknesses, Opportunities, Threats*) analysis based on the findings of the research. SWOT analysis is a step needed in strategic planning so that it is able to evaluate strengths, weaknesses, opportunities, and threats in a program.

**Table 1. SWOT Analysis of Integrative Holistic Education Service Program**

Internal Factors	Remarks
Strengths	<ol style="list-style-type: none"> <li>1. All educators have S1 qualifications with a good understanding of PAUD HI;</li> <li>2. Strong culture of reflective practice (regular discussions, written reflections, weekly coordination);</li> <li>3. Creative use of local media and recycling;</li> <li>4. Strategic partnership with the Education Office, Health Center and Animal Husbandry Office;</li> <li>5. Systematic implementation of POAC score (50/53 Principals, 43/53 Teachers);</li> <li>6. Responsiveness to local contexts and children's needs; and</li> <li>7. Safe, comfortable and stimulation-rich learning environment.</li> </ol>
Weaknesses	<ol style="list-style-type: none"> <li>1. High teacher-student ratio (1:20) limits individual attention;</li> <li>2. Dual role of educators causes work overload;</li> <li>3. Limited learning technology facilities;</li> <li>4. The child development monitoring system is still manual;</li> <li>5. Program evaluation has not involved external stakeholders (parents, partners);</li> <li>6. Limitations of evaluating the long-term impact of the program; and</li> <li>7. The score gap between the principal and the teacher (point 7) indicates the implementation gap.</li> </ol>
Opportunities	<ol style="list-style-type: none"> <li>1. PAUD HI policy support (Perpes 60/2013, Permendikbud 18/2023);</li> <li>2. Potential partnerships with Companies for technology grants;</li> <li>3. Potential of volunteers/students to practice as assistant teachers;</li> <li>4. Free technology (Google Classroom, Whatsapp, Google Forms);</li> <li>5. Strong local community support (mutual cooperation); and</li> <li>6. Parents' awareness of the importance of high-quality education.</li> </ol>
Threats (Ancaman)	<ol style="list-style-type: none"> <li>1. Limited government budget for education;</li> <li>2. Potential turnover of educators due to overload;</li> <li>3. Variable parental expectations (academic vs holistic);</li> <li>4. Competition with other more modern PAUD institutions;</li> <li>5. Changes in education regulations that require rapid adaptation; and</li> <li>6. High parental mobility (to the garden) limits involvement in the program.</li> </ol>

**Table 2. SO-WO-ST-WT Strategy Matrix**

Strengths	Opportunities S-O Strategy (Aggressive)Harnessing power to seize opportunities	Threats S-T (Diversification) Strategy Using power to address threats
	<p>SO1: Strengthening Human Resources Capacity</p> <ol style="list-style-type: none"> <li>1. Take advantage of S1 competencies to access free technology-based training (webinars);</li> <li>2. Develop a culture of reflective practice into a lesson study involving practical students; and</li> <li>3. Take advantage of the partnership with the Education Office for mentoring programs.</li> </ol> <p>SO2: Technology Optimization</p> <ol style="list-style-type: none"> <li>1. Take advantage of free technology (Google Forms, Canva) for digitization of monitoring;</li> <li>2. Build a child’s digital portfolio using Google Drive; and</li> <li>3. Use WhatsApp Groups for parent engagement.</li> </ol> <p>SO3: Strengthening Partnerships</p> <ol style="list-style-type: none"> <li>1. Formalization of MoU with partners (Puskesmas, Animal Husbandry Service);</li> <li>2. Involve the community in school programs (mutual cooperation, parenting class); and</li> <li>3. Apply for facility grants to CSR local companies.</li> </ol>	<p>ST1: Quality Differentiation Service</p> <ol style="list-style-type: none"> <li>1. Highlight the advantages of democratic &amp; holistic learning as a differentiator from competitors;</li> <li>2. Use child learning outcome documentation to educate parents about holistic learning vs academic drills; and</li> <li>3. Build a brand of “Child-Friendly School”.</li> </ol> <p>ST2: Educator Retention</p> <ol style="list-style-type: none"> <li>1. Reduce work overload by delegating to volunteers;</li> <li>2. Create a supportive work environment through appreciation and career development; and</li> <li>3. Advocacy to the Office for incentives for marginal PAUD teachers.</li> </ol> <p>ST3: Program Flexibility</p> <ol style="list-style-type: none"> <li>1. Design programs that are accommodating to parental mobility (home activity, report via WA); and</li> <li>2. Anticipate regulatory changes with an adaptable documentation system.</li> </ol>
Weaknesses	W-O (Turn Around) Strategy Minimizing weaknesses by taking advantage of opportunities	W-T (Defensive)Strategy Minimizing weaknesses and avoiding threats
	<p>WO1: Optimizing the Teacher-Student Ratio</p> <ol style="list-style-type: none"> <li>1. Recruit volunteers/practical students as assistant teachers;</li> <li>2. Involve parents as co-educators in certain activities; and</li> <li>3. Implementation of peer learning system.</li> </ol> <p>WO2: Digitization Monitoring</p> <ol style="list-style-type: none"> <li>1. Take advantage of free Google Forms for digital observation sheets;</li> </ol>	<p>WT1: Efficiency of Management Systems</p> <ol style="list-style-type: none"> <li>1. Simplify the administrative system to reduce the burden on teachers;</li> <li>2. Prioritize essential documentation (avoid duplication); and</li> <li>3. Delegate non-pedagogical tasks to TU.</li> </ol> <p>WT2: Implementation Consolidation</p> <ol style="list-style-type: none"> <li>1. Close the KS-Guru gap</li> </ol>

---

<ol style="list-style-type: none"> <li>2. Use spreadsheets for longitudinal child development tracking; and</li> <li>3. Teacher training on the use of free digital tools.</li> </ol>	<ol style="list-style-type: none"> <li>2. Equalize perceptions through internal workshops; and</li> <li>3. More intensive supervision and feedback from KS.</li> </ol>
<p>WT3: Stakeholder Expectations Management:</p>	
<p>WO3: Strengthening Participatory Evaluation.</p> <ol style="list-style-type: none"> <li>1. Involve parents and partners in program evaluations (FGDs, surveys);</li> <li>2. Leverage local communities for informal monitoring; and</li> <li>3. Hold open house/sharing session routine.</li> </ol>	<ol style="list-style-type: none"> <li>1. Educate parents about holistic PAUD through regular parenting classes;</li> <li>2. Transparent communication about limitations and achievements; and</li> <li>3. Manage academic expectations with holistic progress reports.</li> </ol>

---

Based on the SWOT analysis above, the researcher formulated the **Six Priority Strategies** using the following criteria.

### **Human Resource Capacity Strengthening Strategy**

Even though all educators have S1 qualifications, sustainable capacity building is still crucial considering the dynamics of the development of early childhood education science and the demands of implementing integrative holistic programs. Capacity building strategies can be carried out through: (1) Periodic training on integrative holistic early childhood education pedagogy, authentic assessment, and classroom management; (2) *Mentoring and coaching programs* by experts or experienced practitioners; (3) Facilitating participation in the PAUD practitioner community to *share best practices*; (4) Support access to the latest literature and learning resources; and (5) *Development of research literacy* to encourage evidence-based practices .

Capacity building focuses not only on pedagogical competence, but also on the managerial competence of school principals in managing complex integrative holistic programs. Principals need competence in *strategic planning, multi-stakeholder coordination, resource mobilization, and quality assurance*. Leadership development programs specifically for heads of PAUD institutions can increase the effectiveness of institutional management.

### **Resource Optimization Strategy**

Given that the addition of educators is constrained by budget limitations, the optimization of the ratio can be done through a creative approach: (1) The use of *volunteers* or practical students from universities as *assistant teachers*; (2) The

involvement of parents as *co-educators* in certain activities; (3) Implementation of *peer learning* and tutoring systems where children are better able to help their friends; (4) The use of learning technology (*educational apps*, learning videos) to facilitate children's independent learning in certain activities; and (5) Strengthening the center system with *clear procedures* so that children can carry out activities more independently with minimal supervision. This approach does not replace the importance of direct teacher-child interaction, but it can ease the burden on teachers and allow them to give more intensive attention to children who need special support. Parent and community involvement also reinforces integrative holistic principles that emphasize shared responsibility in children's education.

### **Technology Utilization Strategy**

The limitations of technology facilities can be overcome gradually through: (1) Submission of grants or device assistance from the government, corporate CSR, or donors; (2) The use of affordable simple technology (*smartphones, second tablets*) for learning documentation and communication with parents; (3) Development of digital portfolios for more efficient and easily analyzed documentation of child development; (4) The use of free platforms (*Google Classroom, WhatsApp Group*) for coordination with parents and *sharing learning resources*; and (5) The development of *a simple learning management system for tracking attendance, child development, and material inventory*. The use of technology must be done wisely while still prioritizing direct and concrete interactions that are essential for early childhood development (Chordia, & Hiniker, 2019; Aldhilan, et. al., 2025). Technology serves as a tool to improve *administrative* efficiency and documentation, rather than replacing *children's hands-on* activities and social interactions.

### **Partnership Strengthening Strategy**

Integrative holistic programs require strong cross-sector coordination. Strengthening partnerships can be done through: (1) Formalization of MoU with partners (Puskesmas, Education Office, Livestock Service) that clearly regulates rights and obligations; (2) The establishment of an integrative holistic coordination team involving representation from various sectors; (3) Scheduling of routine coordination meetings for monitoring and evaluation of joint programs; (4) Development of a clear referral system for the handling of children with special needs; (5) Community and community leader involvement in school programs; and (6) Transparency and accountability through regular reporting to stakeholders. Strong partnerships not only enrich the services children receive, but also increase program sustainability through shared responsibility and resource pooling. Research by Rochmawati, et. al., (2025) shows that integrative holistic service management involving various stakeholders runs more effectively and has a more comprehensive impact on child development.

## **Monitoring and Evaluation System Development Strategy**

Strengthening the monitoring and evaluation system can be done through: (1) Development of valid and reliable assessment instruments for various aspects of development; (2) Teacher training in systematic observation and documentation techniques; (3) Implementation of digital assessment tools for efficiency and ease of analysis; (4) Development of child development databases that allow longitudinal tracking and pattern identification; (5) Parental involvement in the assessment process through home observation and parent report; (6) Development of a visual dashboard that facilitates monitoring of program achievements in aggregate; and (7) Implementation of periodic program impact evaluations by involving external evaluators. A robust monitoring and evaluation system does not only function for accountability, but especially for continuous improvement (Mahmoud Saleh, & Karia, 2024). Child development data and program effectiveness are the basis for decision-making in adjusting learning strategies and resource allocation.

## **Learning Development Strategy**

The culture of learning organization can be strengthened through: (1) Institutionalization of reflection practices through regular reflection sessions and reflective journals; (2) Facilitation of lesson studies where teachers observe each other and provide constructive feedback; (3) Encouragement of action research or inquiry-based professional learning; (4) Sharing sessions to share best practices and learning from challenging situations; (5) Access to professional literature and resources; (6) Celebration of innovation and improvement, no matter how small; and (7) Leadership that models lifelong learning and growth mindset. An organization's learning culture creates an ecosystem where each individual is constantly learning and developing, which in turn improves the quality of service to children. Research shows that institutions with a strong learning culture have a higher capacity for adaptation and innovation in the face of change and challenges (Ahsan, 2025; Macdonald, 2024).

## **D. Conclusions**

This case study of Kindergarten Satu Atap, Cambai District, reveals both the possibilities and challenges of implementing integrative holistic early childhood education in resource-constrained suburban Indonesian contexts. The institution demonstrates that systematic application of POAC management functions child-centered planning, center-based organizing, play-based actuating, and reflective controlling can achieve substantial program quality even with limited resources. However, implementation gaps between principal and teacher perspectives, limited external stakeholder involvement in evaluation, and structural constraints (1:20 ratio, dual educator roles) reveal the limits of institutional agency absent systemic support. The study makes three contributions to the literature. First,

it extends understanding of IH-ECE implementation beyond urban, well-resourced settings to suburban agricultural communities, demonstrating how local context shapes management practices. Second, it empirically validates the applicability of POAC framework to ECE management in developing country contexts, while revealing its limitations in capturing the adaptive, creative work of resource-constrained educators. Third, the SWOT-derived strategies offer a contextually grounded model for similar institutions across Indonesia and the Global South. Limitations include the single-case design limiting generalizability, reliance on educator perspectives without parent/child voices, and the cross-sectional snapshot rather than longitudinal tracking of program evolution. Future research should: (1) conduct multi-case comparisons across different Indonesian regions, (2) incorporate parent and community perspectives on IH-ECE quality, (3) employ longitudinal designs to track program development over time, and (4) experimentally test the effectiveness of specific strategies (e.g., volunteer teacher assistants, digital monitoring tools) identified in this study.

### **E. Acknowledgement**

We thank all friends who help us in this project.

### **References**

- Aldhilan, D., Rafiq, S., & Afzal, A. (2025). Beyond Screen Time: Effective Use of Digital Tools in Early Childhood Development. *TEM Journal*, 14(4), 3263. <https://www.cceol.com/search/article-detail?id=1384081>
- Ahsan, M. J. (2025). Cultivating a culture of learning: the role of leadership in fostering lifelong development. *The learning organization*, 32(2), 282-306. <https://doi.org/10.1108/TLO-03-2024-0099>
- Alsheikhly, Z. Y., Al-Salami, Q. H., & AlAwqati, A. J. (2025). Green Foundations: The Intersection of Childhood Education and Sustainable Human Resource Development. *Cihan University-Erbil Journal of Humanities and Social Sciences*, 9(1), 161-168. <https://doi.org/10.24086/cuejhss.v9n1y2025.pp161-168>
- Amin, M. I., Maisyaroh, M., & Mustiningsih, M. (2024). Integrative Holistic Program Management in Instilling Character Values in Early Childhood. *JAMP: Jurnal Administrasi Dan Manajemen Pendidikan*, 7(3), 370 - 382. <https://journal-fip.um.ac.id/index.php/jamp/article/view/1442>
- Asmawati, L., Karyati, A., Azmi, U., Maryana, M., Masniah, M., Badriah, S., & Isnayati, I. (2022). Implementation of Integrative Holistic Early Childhood Education Services in Children Aged 4-6 Years. *Aksiologi: Jurnal Pengabdian Kepada Masyarakat*, 6(2), 284-291.

- Asy'ari, H. (2023). Comparative Analysis of the Implementation of the Independent Curriculum at SMAN 1 Ciseeng and SMAN 1 Parung in Indonesian History Subjects (Master's thesis, Jakarta: FITK UIN Syarif Hidayatullah Jakarta).
- Beveridge, S. (2013). *Children, families and schools: Developing partnerships for inclusive education*. Routledge.
- Chordia, I., Yip, J., & Hiniker, A. (2019). Intentional technology use in early childhood education. *Proceedings of the ACM on Human-Computer Interaction*, 3(CSCW), 1-22. <https://doi.org/10.1145/3359180>
- Doyle, L., McCabe, C., Keogh, B., Brady, A., & McCann, M. (2020). An overview of the qualitative descriptive design within nursing research. *Journal of research in nursing*, 25(5), 443-455. <https://doi.org/10.1177/1744987119880234>
- Furidha, B. W. (2023). Comprehension of the descriptive qualitative research method: A critical assessment of the literature. *Acitya Wisesa: Journal Of Multidisciplinary Research*, 1-8. <https://doi.org/10.56943/jmr.v2i4.443>
- Hanifa, R., Hartati, S., & Nurjannah, N. (2023). Implementation of integrative holistic early childhood development programs in early childhood education units: Indonesia. *Murhum: Jurnal Pendidikan Anak Usia Dini*, 4(2), 387-399. <https://doi.org/10.37985/murhum.v4i2.307>
- Iin, I., Hendrowati, T. Y., & Aswat, F. H. (2024). Implementation of integrative holistic early childhood development programs in early childhood education units. *Manajemen Pendidikan*, 247-259. <https://doi.org/10.23917/jmp.v9i2.7572>
- Kim, H., Sefcik, J. S., & Bradway, C. (2017). Characteristics of qualitative descriptive studies: A systematic review. *Research in nursing & health*, 40(1), 23-42. <https://doi.org/10.1002/nur.21768>
- Koh, E. T., & Owen, W. L. (2000). Descriptive research and qualitative research. In *Introduction to Nutrition and Health research* (pp. 219-248). Boston, MA: Springer US. [https://doi.org/10.1007/978-1-4615-1401-5\\_12](https://doi.org/10.1007/978-1-4615-1401-5_12)
- Kristiwati, N. (2023). Early childhood education management is based on an integrative holistic service program in the Al-Faidah play group. (Master's thesis, Universitas Islam Negeri Saifuddin Zuhri (Indonesia)).
- Laila, L. Z. I. (2013). Implementation of the integrative holistic early childhood education program at the siwi kencana early childhood education program, semarang city. *Journal of Nonformal Education and Community Empowerment*, 2(1). <https://journal.unnes.ac.id/sju/jnfc/article/view/2802>
- Macdonald, B. R. (2024). Transforming Education through Learnercentered Ecosystems: Empowering All Children for a Thriving Future. <https://doi.org/10.1108/979-8-88730-633-920251003>

- Mahmoud Saleh, F. I., & Karia, N. (2024). Management of monitoring, Evaluation, accountability, and learning. In Value-driven management for international development and aid projects (pp. 73-91). Singapore: Springer Nature Singapore. [https://doi.org/10.1007/978-981-97-3666-9\\_7](https://doi.org/10.1007/978-981-97-3666-9_7)
- Muamanah, H. (2020). Implementation of a Holistic-Integrative Curriculum to Improve the Quality of Education in SDIT LHI. *JIE (Journal of Islamic Education)*, 5(1), 1-19.
- Qomaruddin, Q., & Sa'diyah, H. (2024). Theoretical studies of data analysis techniques in qualitative research: Spradley, Miles and Huberman's perspective. *Journal of Management, Accounting, and Administration*, 1(2), 77-84. <https://doi.org/10.52620/jomaa.v1i2.93>
- Rasmani, U. E. E., Fitrianingtyas, A., Zuhro, N. S., & Nazidah, M. D. P. (2022). Integrative Holistic for Early Childhood Education. *Kumara Cendekia*, 10(3), 226-231. <https://jurnal.uns.ac.id/kumara/article/view/64240>
- Rochmawati, N. I., Pudjaningsih, W., & Kusumaningtyas, N. (2025). Management analysis of the achievement of fulfillment of protection and welfare services for integrative holistic early childhood development programs at PAUD Tabelcan. *Jurnal Ilmiah Profesi Pendidikan*, 10(1), 462-73. <https://doi.org/10.29303/jipp.v10i1.3197>
- Rumbidzai, T., & Achebe, M. (2023). Exploring the Role of Early Childhood Education in Shaping Children's Future Development. *Educia Journal*, 1(2), 27-35. <https://doi.org/10.71435/610402>
- Saleh, S. (2017). *Qualitative data analysis*. Pustaka Ramadhan.
- Sugian, E., Fahrudin, F., & Witono, A. H. (2021). Implementation of the 'Holistic Integrative' Early Childhood Development Program at the NGO Ampenan Early Childhood Education, Mataram City. *Jurnal Ilmiah Mandala Education*, 7(3), 675-685.
- Wardhana, Aditya. (2024). *Management (planning, organizing, leading, coordinating, controlling) - Edisi Indonesia*. Eureka Media Aksara.
- Zhang, J. (2025). Shaping the future: Analysing early childhood education policy reforms and development in China. *European Journal of Education*, 60(1), e70055. <https://doi.org/10.1111/ejed.70055>