



## Integrative Holistic Learning Strategies in Early Childhood Education

Claudia Monique Pattiruhu <sup>1</sup>, Korlina Makulua <sup>2</sup>, Najdah Thalib <sup>3</sup>, Elizar <sup>4</sup>, Betharia Sembiring Pandia <sup>5</sup>

<sup>1</sup> Institut Agama Kristen Negeri Ambon, Indonesia

<sup>2</sup> Institut Agama Kristen Negeri Ambon, Indonesia

<sup>3</sup> Universitas Musamus Merauke, Indonesia

<sup>4</sup> Universitas Muhammadiyah Kotabumi, Indonesia

<sup>5</sup> Sekolah Tinggi Bahasa Asing Persahabatan Internasional Asia, Indonesia

**Corresponding Author:** Claudia Monique Pattiruhu, E-mail; [pattiruhucldia@gmail.com](mailto:pattiruhucldia@gmail.com)

Received: Nov 05, 2023

Revised: Nov 19, 2023

Accepted: Nov 19, 2023

Online: Nov 19, 2023

### ABSTRACT

Integrative holistic learning is a process of giving full attention to early childhood to improve the quality and ability of children which includes providing nutritional health education services, protection, care and welfare. This study aims to determine the integrative holistic learning strategy in early childhood education. The research method used by researchers is a quantitative method with an observation model, namely conducting direct interviews with teachers. The results of this study indicate that it is important to add insight and broad knowledge about integrative holistic learning strategies in early childhood education. So that it can help solve existing problems and shortcomings regarding integrative holistic strategies in early childhood education, and can form an outstanding and quality generation. From this research it can be concluded that integrative holistic learning strategies in early childhood education are very important and necessary to help the role of a teacher and parents to improve the quality and achievement of children. The limitation in this study is that researchers only conducted research on integrative holistic learning strategies in early childhood education. Therefore, the researcher hopes that future researchers can conduct further research related to integrative holistic learning strategies in early childhood education to be further developed. Researchers also recommend that future researchers use the results of this study as a reference in conducting research on interactive holistic learning strategies in early childhood education.

**Keywords:** *Childhood Education, Holistic Integration, Learning Strategies*

Journal Homepage <https://ejournal.staialhikmahpariangan.ac.id/Journal/index.php/alhijr/>

This is an open access article under the CC BY SA license

<https://creativecommons.org/licenses/by-sa/4.0/>

How to cite: Pattiruhu, M. C., Makulua, K., Thalib, N., Elizar, Elizar., Pandia, S. B. (2023). Integrative Holistic Learning Strategies in Early Childhood Education. *Al-Hijr: Journal of Adulearn World*, 2(4), 313-333. <https://doi.org/10.55849/alhijr.v2i1.549>

Published by: Sekolah Tinggi Agama Islam Al-Hikmah Pariangan Batusangkar

## INTRODUCTION

In managing early childhood education, educators should know the importance of searching, selecting and discovering what will nurture children (Tinanoff et al., 2019). Early childhood is the perfect golden period for growth and development (Akdağ & Haser, 2016). The learning process of a child must be considered and evaluated, and every activity that a child will do must be able to achieve optimal results from cognitive,

---

language, social-emotional, religious and moral values, physical movement, and art (Nolan & Molla, 2018). Early childhood growth and development is one of the determining factors, or what determines the future of children in the future. In managing early childhood education, an educator must know the importance of looking for, choosing and finding things that can foster children's development (Tinanoff et al., 2019). Where early childhood is a perfect golden age period in growth and development (Akdağ & Haser, 2016). The learning process in children must be considered and evaluated, every activity that children will do must be able to stimulate every aspect of development in children both from the aspects of cognitive, language, social emotional, religious and moral values, physical motor, and art, so as to get optimal results (Nolan & Molla, 2018). It is the growth and development of early childhood that becomes one of the determinants or determines the future of children later. Such as the implementation of holistic interactive education services is very necessary for its development so that it has a positive impact on the success of children, in this case the family is the main role in realizing it (Grindal et al., 2016). The harmony between early childhood education programs and family upbringing has a very big influence on children, because without the help of upbringing from parents the learning provided at school will not be carried out optimally.

Early childhood education programs can create a generation of quality and achievement if the education is carried out optimally (Han et al., 2020). Because early childhood is a child who is at a stage of development and growth that has a very extraordinary uniqueness at this time. Education is an effort made to develop the potential possessed by a person through learning, training and guidance (Chriqui et al., 2018). Early childhood education is one of the places to equip children with knowledge and understanding as a basic foundation for children so that they can develop the potential that exists in children in order to have readiness to take the next level of education (Driessen, 2017). Early childhood education is very synonymous with game (Pitchik et al., 2021), because the learning process given to children is in the form of learning while playing. All learning is done well with wise strategies.

Early childhood education is a form of educational process that focuses on the growth of children in line with the uniqueness of children and development according to the age of early childhood (Jung et al., 2016). Early childhood development is an effort made by the government and the community in nutrition and health education for the development of children's potential in a comprehensive manner (Fields et al., 2016). Early childhood education is like a mirror in which future success can be seen. Children who receive adequate and high-quality services are more likely to succeed in the future (Sriprakash et al., 2020). Compared to children who have not received services since childhood, the development of the next life will take a long time, because childhood education is the basis for the formation of the child's personality (Egert et al., 2018). Improved health, physical and mental health of children who are cared for from an early age have a significant impact on their achievements.

---

---

In the provision of early childhood education, there is a comprehensive and comprehensive early childhood education development service program (Kingery et al., 2017). In a sense, it not only inspires aspects of early childhood education, but also aspects of nutrition and health so that children grow and develop optimally (McManus et al., 2019). Therefore, the overall effort is to provide comprehensive education for children, including nutrition services, health services, education services, and care and protection services. Through education, children can realize their existence and social status as a whole human being (Bennett et al., 2017). At the same time, comprehensive management is carried out in an integrated manner between the community, local and central government (McManus et al., 2019). Learning in early childhood education is holistic and comprehensive because it is related to the growth and development of children.

Holistic and integrative learning is a learning model for early childhood education that is centered on children, applied by stimulating various aspects of development simultaneously and thoroughly in play activities or early to late child development stages (Broder Fingert et al., 2019). The holistic and integrative learning model designed in the learning process is learning while playing and its developmental principles are applied regularly so that children's stimulation is in accordance with the level of needs and development (Green et al., 2020). In this case, a wise teacher in educating will carry out various learning strategies that are suitable for children, such as using educational games (Poletti et al., 2021). For this reason, a teacher must know the principles of holistic and integrative learning models, namely: 1.) The child is the center of learning, 2.) According to the needs of the child, 3.) Learning while playing, 4.) Evenly or thoroughly in every aspect. 5.) Children are able to be creative and innovative. 6.) Able to create a supportive atmosphere, 7.) develop life skills. 8.) scientific in nature, 9.) Able to socialize. So the principles must be considered by teachers in order to achieve success in organizing holistic and integrative early childhood education.

The strategy for realizing holistic and integrated early childhood education, which will be delivered in an integrated or holistic manner, is a high government commitment in providing funds and other policies that promise to keep the program running as it should (Lussier et al., 2019). fuses that are delayed due to imperfect facilities. The next implementation strategy carried out by teachers or educators is to create partnerships between teachers and those who care for children, namely parents, local midwives, child psychologists and child education specialists (Thompson et al., 2020). Every learning process has a goal to achieve, because every learning has a different purpose (Mills et al., 2018). The specific objectives of the holistic and interaktif early childhood education learning program are to shape the child's personality as a whole from an early age, fulfill nutrition, health and education in an integrative manner, protect children from wrong parenting (Kalleson et al., 2020), violence and neglect, the provision of services according to the needs of each region, and realizing existing commitments between educators, parents and government (Chen, 2015). Through holistic and interactive early childhood education learning, it is expected that children are able to become their own identity, namely getting psychological freedom, learning according to their version (Sufa et al.,

---

---

2020), make good decisions, have social skills (Bice et al., 2018), can develop character and emotions.

Every learning process has a goal to achieve, because every learning has a different purpose (Hecklau et al., 2016). The specific objectives of the holistic and interactive early childhood education learning program are to shape the child's personality as a whole from an early age, fulfill nutrition, health and education in an integrative manner, protect children from wrong parenting, violence and neglect (Parry & Taylor, 2018), the provision of services according to the needs of each region, and realizing the existing commitment between educators, parents and government (Xie et al., 2017). Through holistic and interactive early childhood education learning, it is expected that children are able to become their own identity, namely getting psychological freedom, learning according to their version (Lee & Liu, 2021), make good decisions, have social skills, can develop character and emotional.

Based on the explanation above, researchers are interested in adopting the name holistic and integrated learning strategies in early childhood education. This research aims to find out the problems that exist in early childhood education and how to innovate learning through holistic and integrated learning strategies.

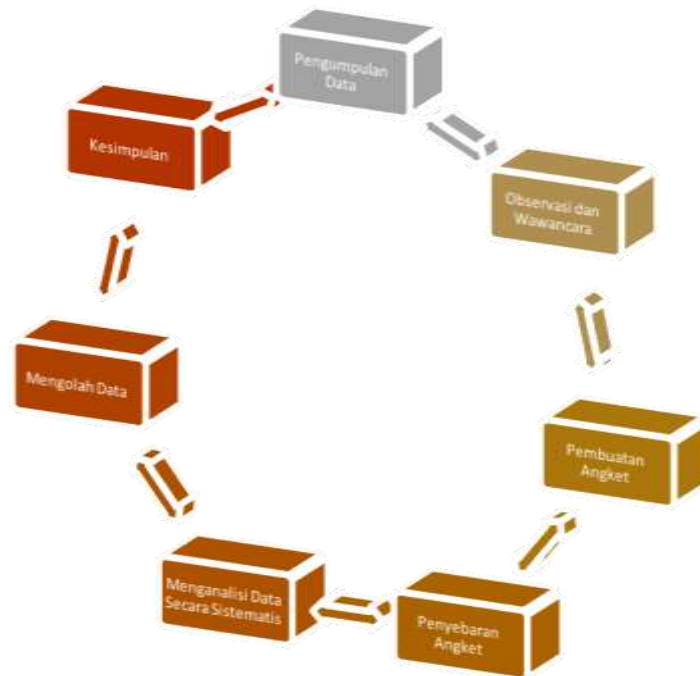
## **RESEARCH METHODOLOGY**

The research conducted by researchers is using quantitative methods. Quantitative method is a research method that is carried out in order to get data results in the form of numbers (Paquot & Plonsky, 2017). The process carried out by researchers in data collection is by making observations and distributing google form links shared with correspondents. In the study, the population was students majoring in early Childhood Education at Ambon State Institute of Christianity (Bauer & Scheim, 2019). The sample in the study was 61 students from the Department of Early Childhood Education, Ambon State Institute of Christianity. Namely students who take courses in holistic and integrative education subjects in early childhood, so that they are able to answer the questions given and can provide clear information about holistic and integrative learning strategies in early childhood.

In the research conducted by researchers using instruments, namely the survey method, distributing questionnaires through google form in the form of links containing questions about holistic and integrative education strategies in early childhood and clear answers (Loewen & Sato, 2017). Before distributing questionnaires, researchers first designed and compiled questions related to holistic and integrative learning strategies in early childhood education (Strijker et al., 2020). So that researchers can analyze the data collected using quantitative data which is seen from the form of questions that have been distributed. After that, the discussion is described according to experts and relevant research. By using this method, researchers can obtain data that can be analyzed systematically to determine the importance of integrative holistic learning strategies in early childhood education. Although this research only focuses on integrative holistic learning strategies in early childhood education, researchers hope that future research can

---

continue and develop this research further. It is also recommended for future researchers to use the results of this study as a reference in their research on integrative holistic learning strategies in early childhood education.

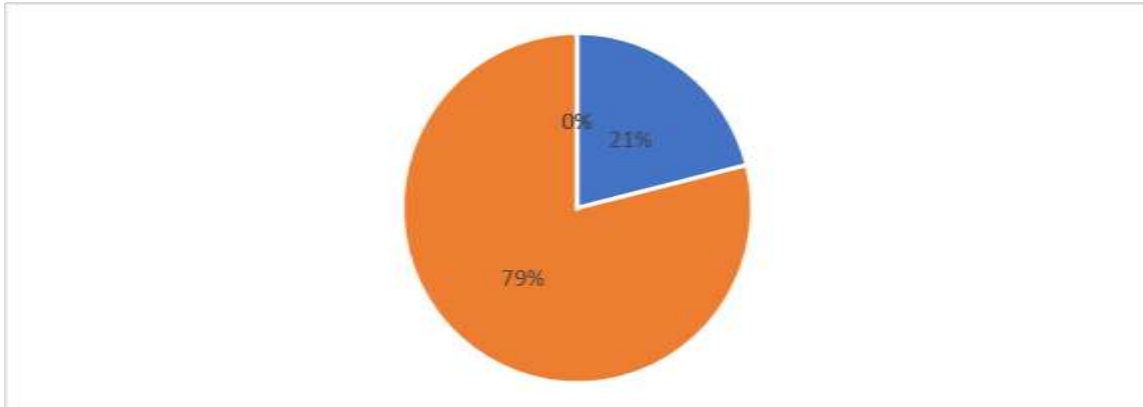


## RESULT AND DISCUSSION

Every government must want the best for all its people, so that the policies that have been made are for the common good. And to realize a knowledgeable society and broad insight it starts from an early age. From that, policies and facilities are provided, namely by organizing early childhood education which is almost comprehensive in Indonesia. In this organization, it is known that early childhood education is important in improving the growth and development of children. Later it can create a quality society. However, the organization of early childhood education does not only provide knowledge, but provides services that are appropriate for the age of the child. To unite intelligence, health and others, from that there is education that is holistic and integrative, namely by providing extraordinary treatment in early childhood. Therefore, an educator must be astute with the times and the increasing needs in this day and age. One of the ways that educators of this age do to carry out such a great mandate is to provide holistic and integrative learning. Where in carrying out holistic and integrative education requires all relevant roles such as parents, teachers, and the central government. Because of the importance of providing holistic and integrative learning, a teacher must have the ability of holistic and integrative learning strategies in early childhood education. Great educators are educators who can be sensitive to the needs of their students. Greatness in early childhood education is because it is a good reference for the future. This research will provide information about the importance of holistic and integrative learning strategies.

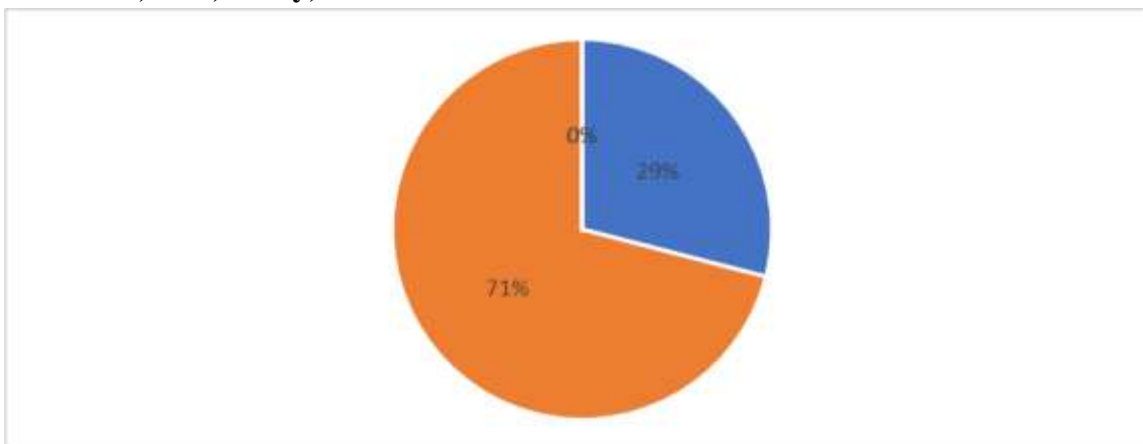
---

**Holistic integrative is a treatment given to early childhood as a whole and intact to every aspect of the child.**



After observing the diagram above, which is the content of the answers to the questions presented, it can be concluded that students majoring in early Childhood Education who agree from the statement that holistic and integrative is the treatment given to children as a whole and intact to every aspect of the child, totaling 75.8% of the 62 who responded. And strongly agree there are 21%, there are also those who disagree totaling 3.2%. From the number of results described, researchers can conclude that early Childhood Education students who agree with the statement are greater than those who disagree, indicating that holistic and integrative is a form of providing complete and comprehensive treatment in aspects of child development has been proven. Because holistic and integrative that provides perfect handling for children. In this case, several early childhood education programs are held in Indonesia.

**The holistic integrative education service program for early childhood consists of education, care, safety, nutrition and health services.**



From the exposure of the picture above, it can be observed that the answers given by the respondents. Where from the statement, the integrative holistic education service program for early childhood consists of education, care, safety, nutrition and health services. 71 per cent agreed and 29 per cent strongly agreed. No one disagreed with the statement. So this proves that holistic integrative services are services in the form of education, care, security, nutrition and health services. Where many of these services have

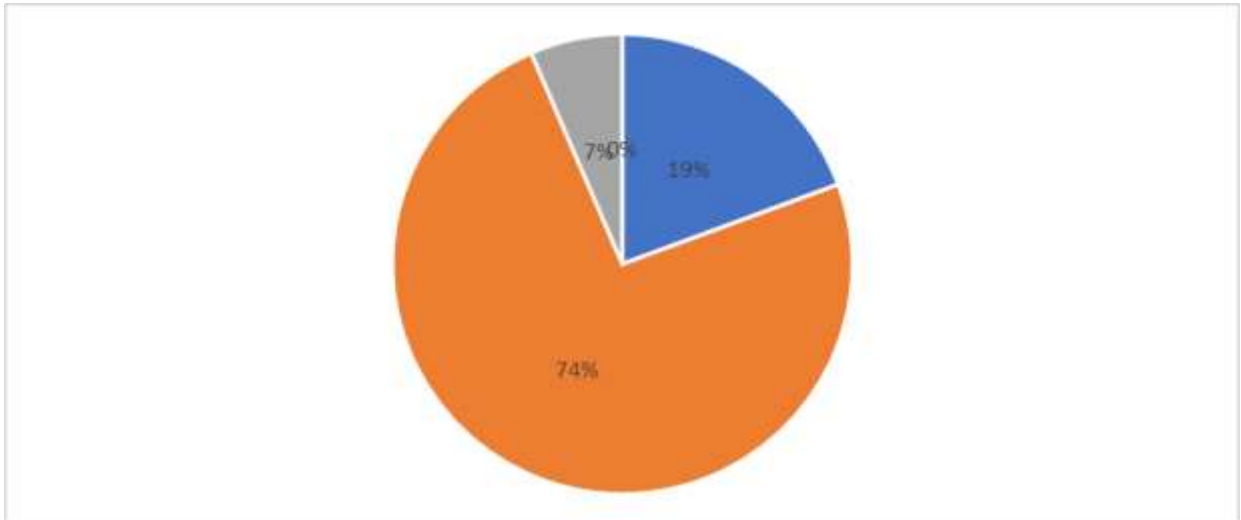
---



---

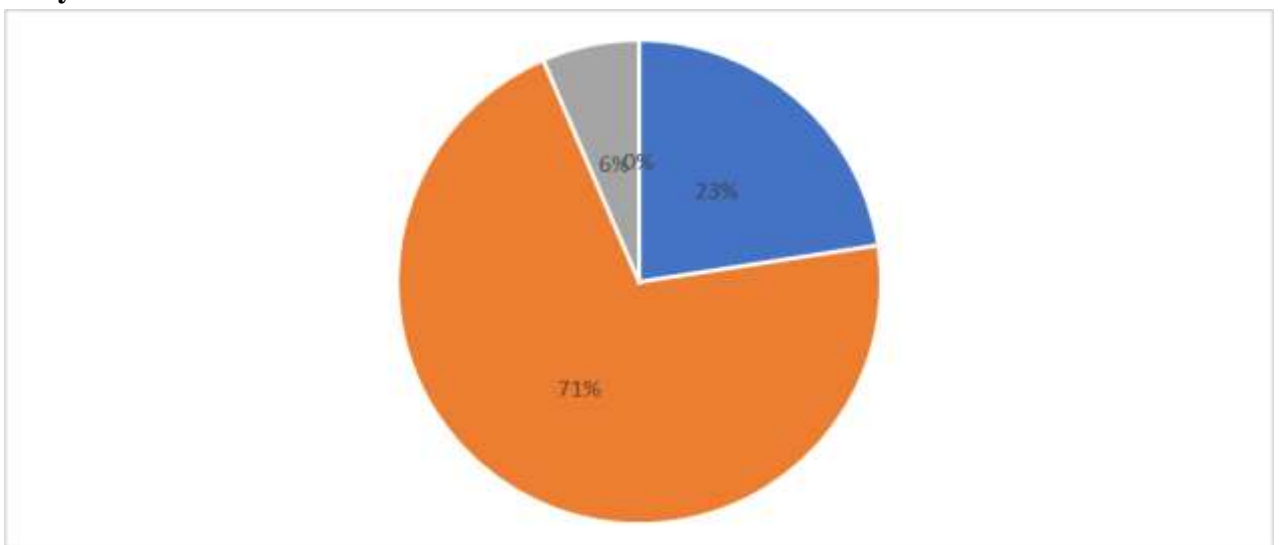
been implemented in their respective schools to provide the best for their students. This service is really very influential on the implementation of this education program.

**The implementation of holistic integrative early childhood education programs in schools is one of the efforts to meet the essential needs of early childhood.**



From the diagram above, it can be observed that of the 62 students who responded to the statement that the implementation of holistic and integrative early childhood education programs in schools is one of the efforts to meet the essential needs of early childhood, gave answers 19.4% strongly agree, 74% agree and 6.5 disagree. From the responses given, it can be concluded that the implementation of this holistic and integrative education program is indeed one of the efforts to meet the essential needs of children. In fact, every education provider strives to provide the best for children and the local community.

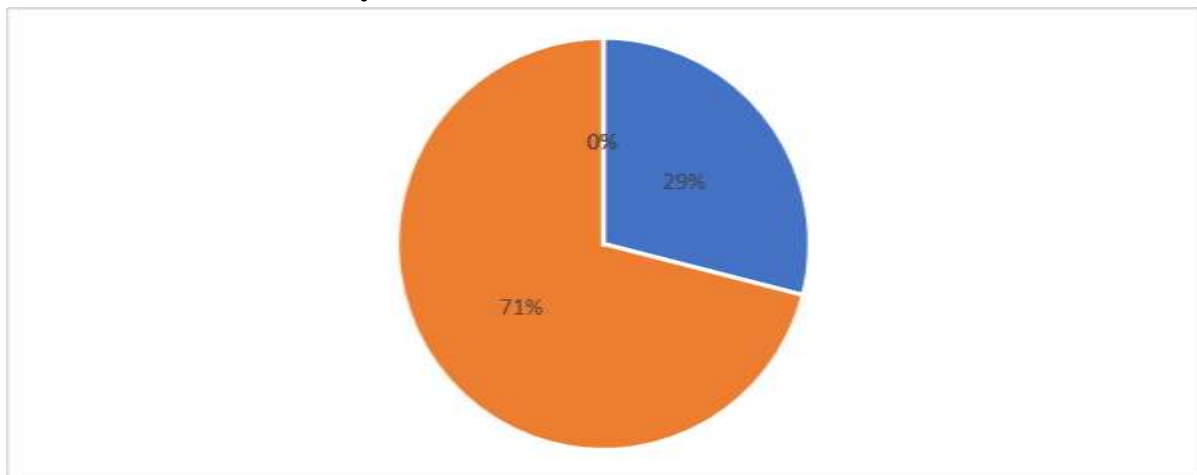
**Integrative holistic education helps develop the potential and learning atmosphere in early childhood.**



---

From the diagram above, it can be observed that of the 62 students who responded to the statement that integrative holistic education helps develop the potential and atmosphere of learning in early childhood. Giving answers strongly agreed 22.4%, namely 14 students, agreed 71% (44) students responded and 6.5% disagreed. From the responses collected, it can be concluded that holistic and integrative education has an impact on the potential and learning atmosphere of children. Because the potential and atmosphere of learning have a relationship, namely in mental health and others so that health services and parenting from holistic and integrative education are needed.

**In holistic integrative learning, educators must be able to be friendly and able to motivate children sincerely.**



From the exposure of the diagram above, it can be observed that of the 62 students who responded to the statement, namely responding strongly agree 29% and agree 70%, from the above responses it can be concluded that in integrative holistic learning educators must be able to be friendly and able to motivate children sincerely concerned with integrative holistic learning strategies in early childhood education. With this, children will feel comfortable in doing learning. Every educator does not have to do something that makes children feel forced by the learning provided. In this case, give children a sense of comfort that makes children feel at home learning in class.

**Every educator's integrative holistic education provides opportunities for children to develop their potential.**





From the exposure of the diagram above, it can be observed that of the 62 early Childhood Education students who responded to the statement that every holistic and integrative education of an educator provides opportunities for children to develop the potential that children have. Gave answers strongly agreeing 16.1%, agreeing 79% and disagreeing 4.9%. From this it can be analyzed that this holistic and integrative education strategy can provide opportunities for children by providing the widest possible opportunity in developing the abilities that children have. Every educator is required to be fair, so that there is no gap that makes students feel differentiated from other friends. By providing opportunities, children will become motivated so that children are eager to undergo an effective learning process.

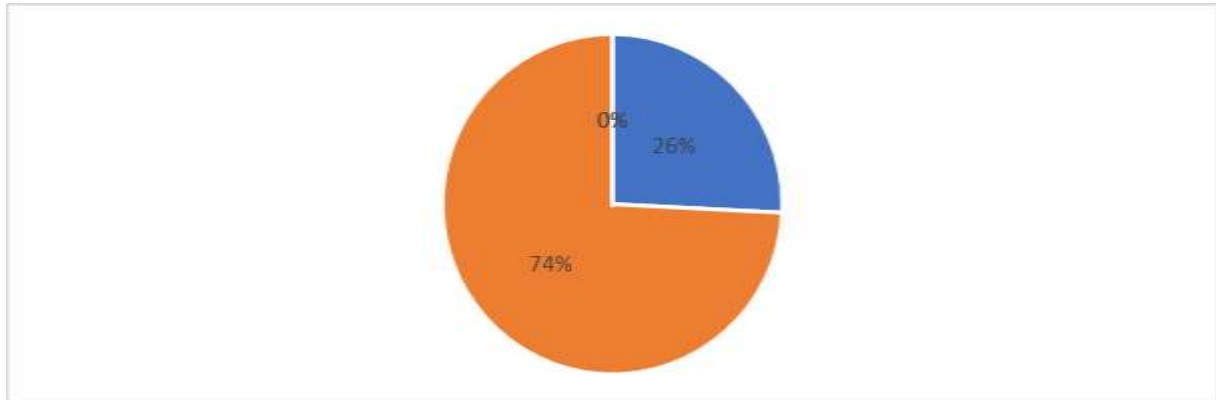
**Through integrative holistic learning, children can become themselves, such as making good decisions.**



From the exposure of the picture it can be observed that, of the 62 students majoring in early Childhood Education who responded to the statement in the form of holistic integrative learning, children can be themselves such as making good decisions. From that answer strongly agree 71%, agree there are as many as 24.2%. from this exposure it can be concluded that through holistic and integrative learning strategies in early childhood education this can provide strong confidence in early childhood. So that with the confidence that children have, children are able to make their own decisions. Children are

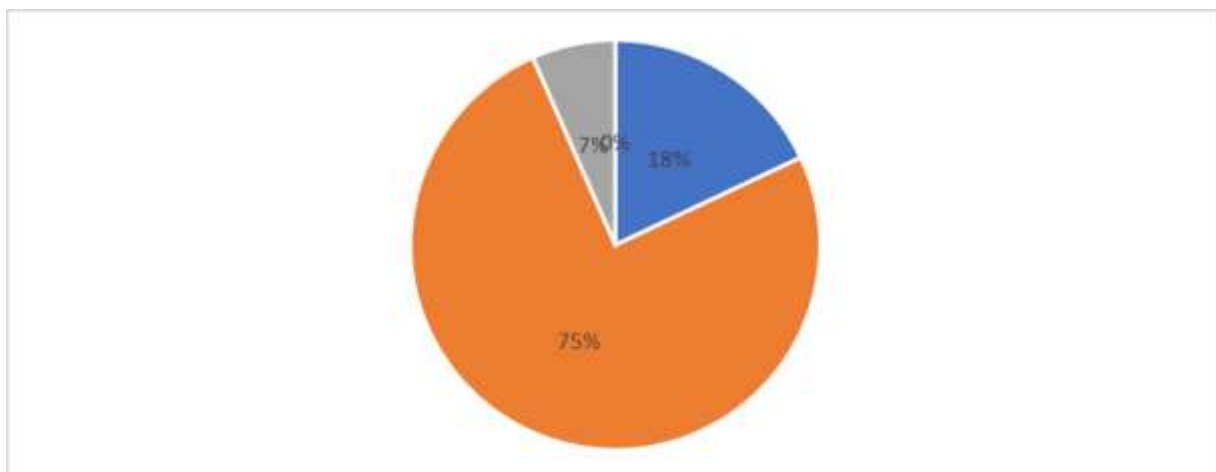
able to make good decisions for themselves. The decision itself means that he is able to be independent to do the things he wants to do that previously the child could not do unless assisted by his parents.

**Integrative holistic education is very important for early childhood**



From the exposure of the diagram above, it can be observed that 62 respondents from students majoring in early Childhood Education gave answers to the statements that had been previously assembled. Many of the responses given were strongly agree 25.8% and agree 74.2%. From these answers it can be analyzed that holistic education is very important for early childhood. Where in this education all roles collaborate in order to implement this integrative holistic. It is known that the importance of integrative holistic education is useful until the child is old, because the child's future depends on how parents equip children from an early age. It can be seen that nowadays this lack of education not only affects the potential but the child's mentality is disturbed. From that as parents and educators must know what to do to provide the best for their children.

**In learning integrative holistic education, the role is not only an educator but parents are the main role.**

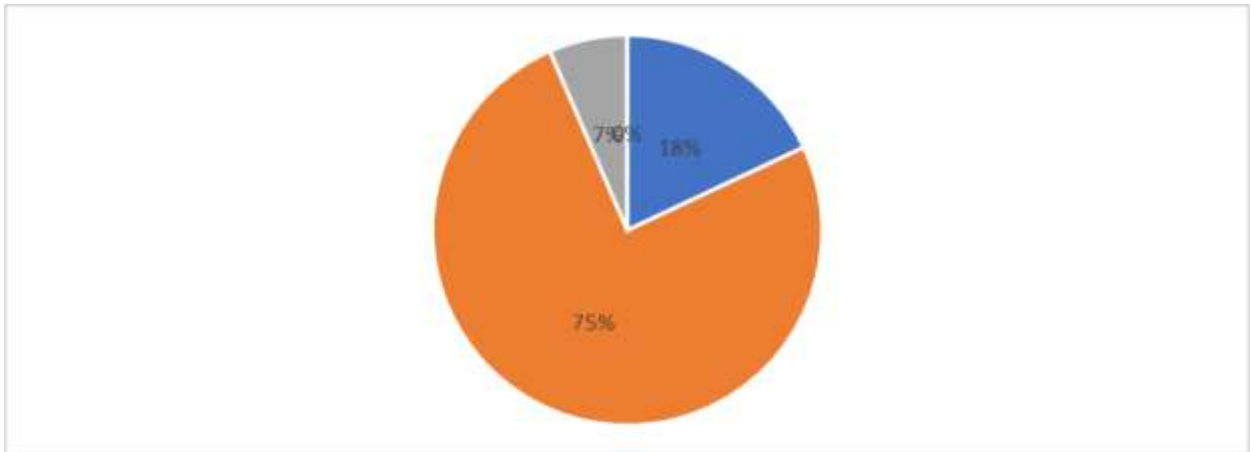


From the exposure of the diagram above, it can be observed that 62 respondents from students majoring in early Childhood Education gave answers to the statements that had been previously assembled. Many of the responses given were strongly agree 17.7%,

---

agree 74.2% and disagree 6.5%. From the answers that have been given by respondents, it can be concluded that in learning holistic and integrative education the role is not only an educator but parents are the main role in this. This is evident from the responses given by respondents. In reality, it can be observed that parents who understand the importance of education will not negate what is in school, such as telling children to do what they have learned at school, will provide direction on the importance of health and learning motivation.

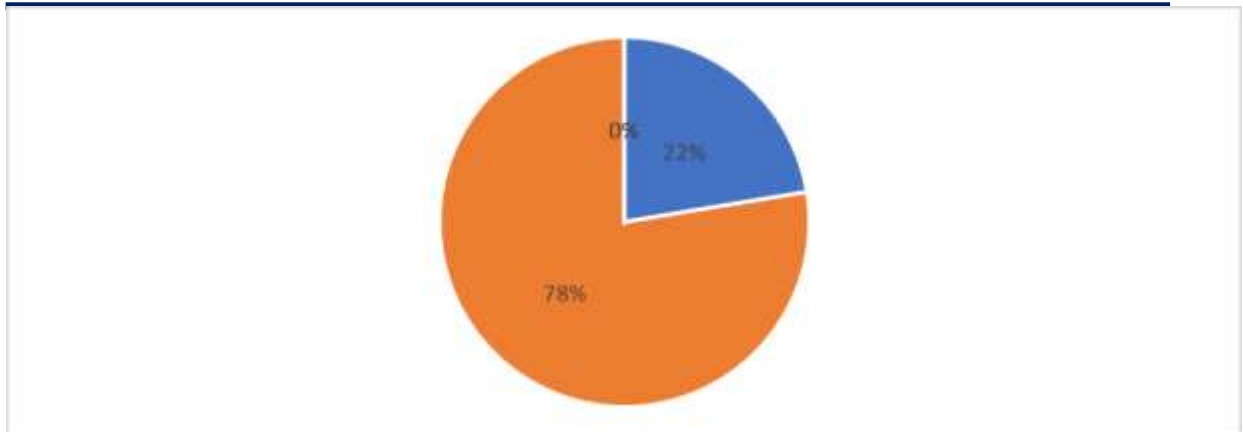
**Obstacles in the implementation of integrative holistic education learning mostly occur due to the lack of understanding of immature educators.**



From the exposure of the diagram above, it can be observed that 62 respondents from students majoring in early Childhood Education gave answers to the statements that had been previously assembled. Many of the responses given were strongly agree 18%, agree 75.4%, and disagree 6.5%. From the answers that have been given by respondents, it can be concluded that the statement of obstacles in the implementation of holistic and integrative learning mostly occurs due to the lack of understanding of educators who are not fully mature. This is evident and greatly affects the child's learning process. As an educator who is obliged to give all his abilities so that his students can hone their potential, he must have extraordinary abilities to be able to provide the best for his students. Because the inadequacy of the teacher's understanding of a lesson is very far to have a negative effect on the success of the child. So that nothing becomes an obstacle to the learning process.

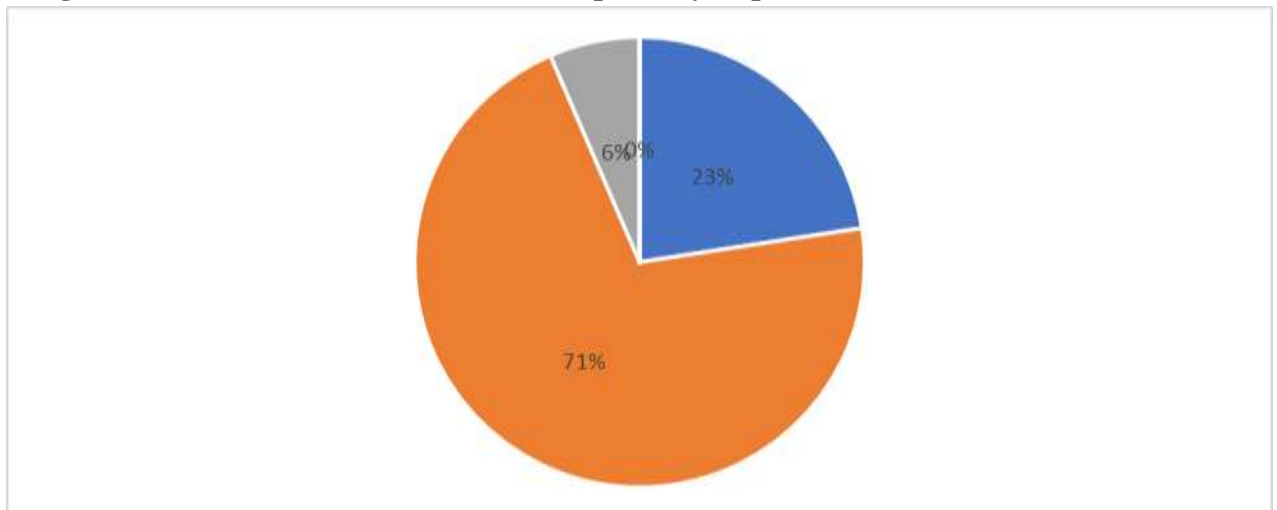
**The lack of holistic integrative education services can result in early childhood development not occurring optimally.**

---



From the exposure of the diagram above, it can be observed that 62 respondents from students majoring in early Childhood Education gave answers to the statements that had been previously assembled. Many of the responses given were strongly agree 21.3%, agree 73.8% and disagree as much as 4.9%. From the answers that have been given by respondents, it can be concluded that the statement that the lack of holistic and integrative education services can result in early childhood development not occurring optimally. This is proven and very influential on children, it can be seen from the data available at school that this lack of education is very much different from children who are given services from an early age. Children who lack provisions from childhood will experience difficulties compared to children who are given intact services.

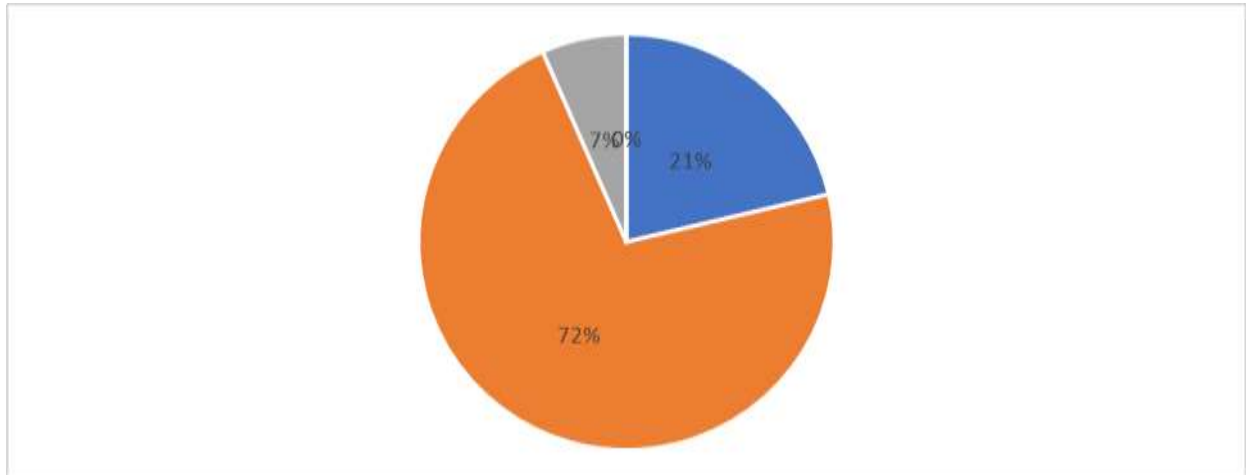
**Children's intellectual intelligence can be influenced by the learning services of integrative holistic education that are not optimally implemented.**



From the exposure of the diagram above, it can be observed that 62 respondents from students majoring in early Childhood Education gave answers to the statements that had been previously assembled. Many of the responses given were strongly agree 22.6%, agree 71% and disagree 6.5%. From the answers that have been given by respondents, it can be concluded that the statement that children's intellectual intelligence can be influenced by holistic integrative education learning services is not optimally implemented. This can be seen from the events in the field that many children who do not

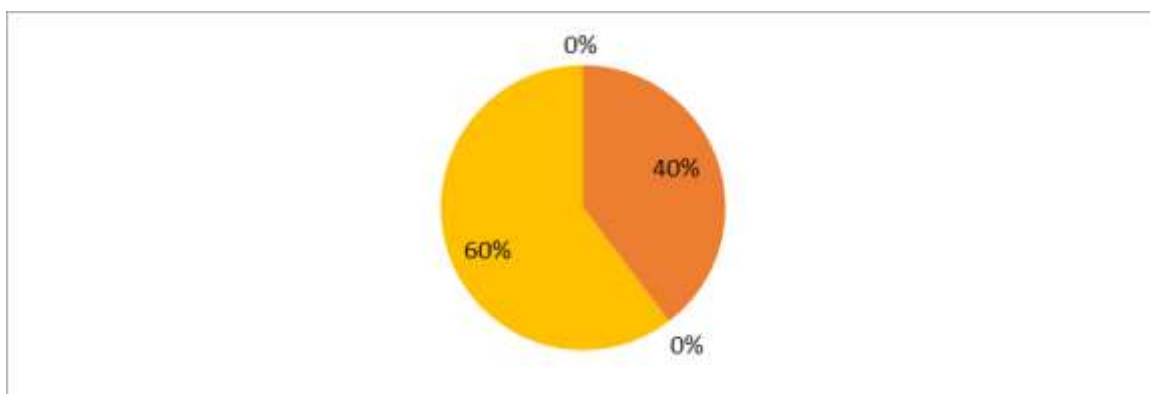
get this integrative holistic service have lower intelligence than children who get good service. This intellectual intelligence is very influential on this holistic education. Because in this education includes all child development

**Learning early childhood integrative holistic education is also affected by children's inability to express themselves.**



From the exposure of the diagram above, it can be observed that 62 respondents from students majoring in early Childhood Education gave answers to the statements that had been previously assembled. Many of the responses given were strongly agree 21%, agree 71% and disagree 8%. From the answers that respondents have given, it can be concluded that the statement of learning holistic integrative education in early childhood is also affected by children's inability to express themselves. It has been proven that holistic and integrative learning is very influential on children. Observed in the field, children who have difficulty giving facial expressions when they get happiness are not very visible, in the sense of being flat. And that is an impact of the lack of holistic and integrative services.

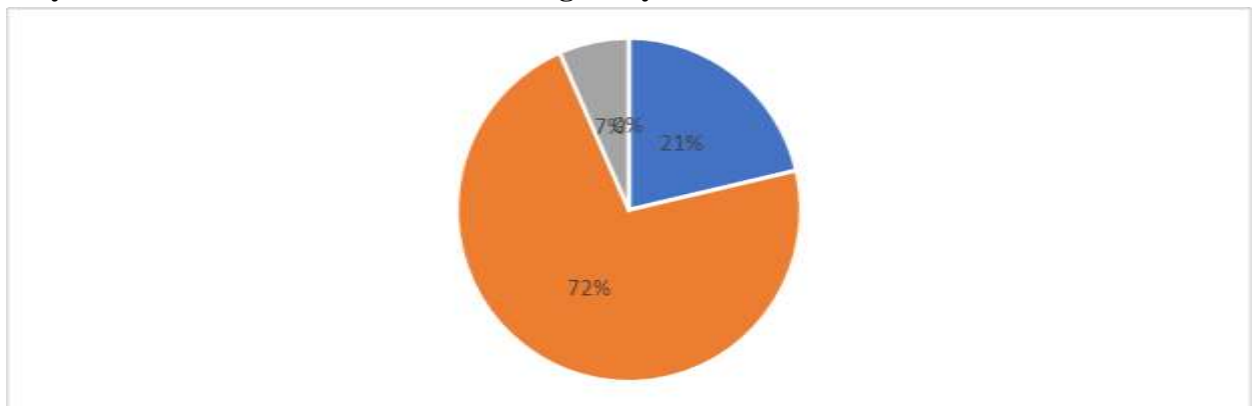
**The importance of providing holistic integrative services for children, because it can determine the child's future.**



From the exposure of the diagram above, it can be observed that 62 respondents from students majoring in early Childhood Education gave answers to the statements that had been previously assembled. Many of the responses given were strongly agree 17.7%,

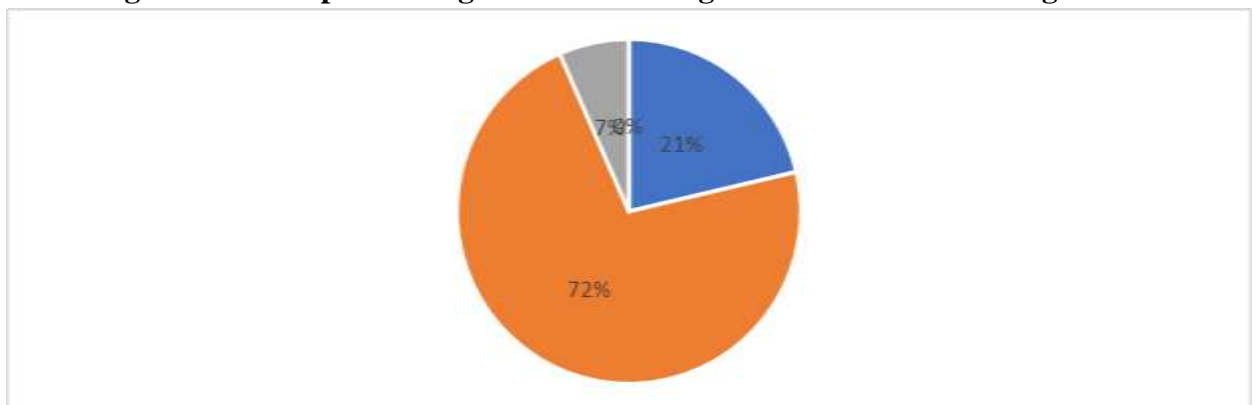
agree 79% and disagree 4.4%. From the answers that have been given by respondents, it can be concluded that the statement of the importance of providing integrative holistic services for children, because it can determine the child's future. It is clear from the results of the responses given that many agree with this, because it is known that children who have never been given holistic and integrative learning with existing services will find it difficult to develop and hone their abilities. However, children who have only had to hone what is already there. If a child experiences something like this, it will take a long time and an uphill battle for him to be like other children.

**Children who are provided with integrative holistic education from an early age are very different from children who do not get any services at all.**



From the exposure of the diagram above, it can be observed that 62 respondents from students majoring in early Childhood Education gave answers to the statements that had been previously assembled. Many of the responses given were strongly agree 29%, agree 64.5% and disagree 6.5%. From the answers that have been given by respondents, it can be concluded from the statement that children who are provided with integrative holistic education from an early age are very different from children who do not get any services at all. In this case we can observe from the results of the responses that prove that this is true. It can be seen that those who agree are higher than those who disagree. The difference in question is from the quality and quantity, where children who get holistic and integrative learning will develop faster than children who have never had it at all.

**Socialization from the local office and the lack of community involvement are inhibiting factors in implementing holistic and integrative education learning.**

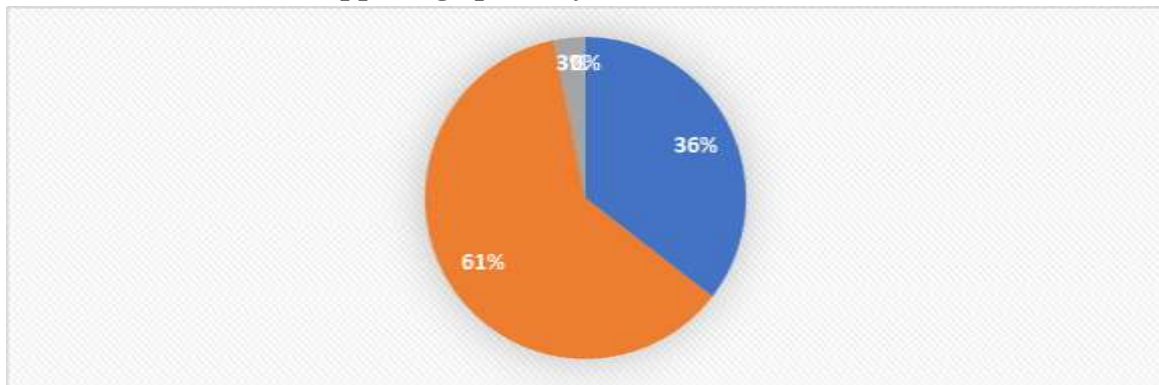




---

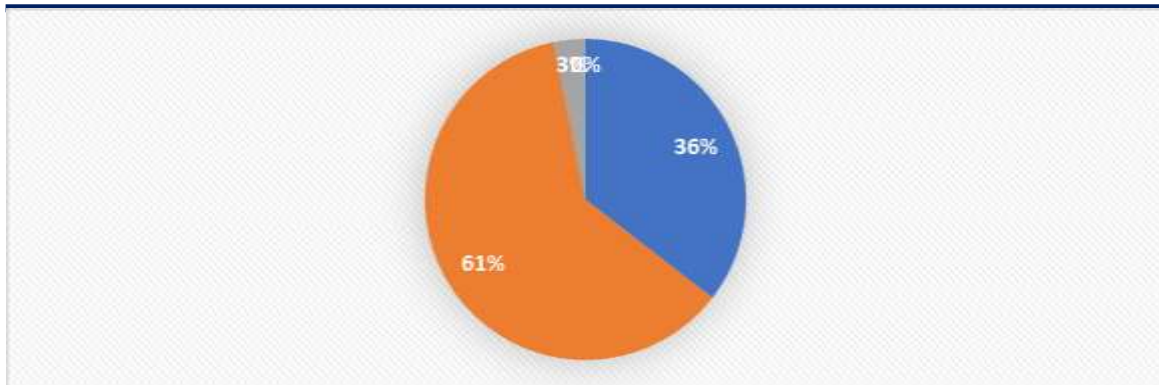
From the exposure of the diagram above, it can be observed that 62 respondents from students majoring in early Childhood Education gave answers to the statements that had been previously assembled. Many of the responses given were strongly agree 24.2%, agree 72.6% and disagree 4.2%. From the answers that have been given by respondents, it can be concluded that the socialization statement from the local office, and the lack of community involvement are inhibiting factors for implementing integrative holistic education learning. From the results of existing respondents, it can be analyzed that it does have an effect. Because every progress from the implementation of early childhood education programs needs collaboration with all devices in an area, both from the local government, the community and parents. It can be seen that the role of the community is very influential on early childhood education programs. Because in addition to the knowledge provided by educators, a community environment that brings a positive aura is needed by children, so as to avoid other bad things.

**Inadequate facilities and infrastructure result in the implementation of integrative holistic education not happening optimally.**



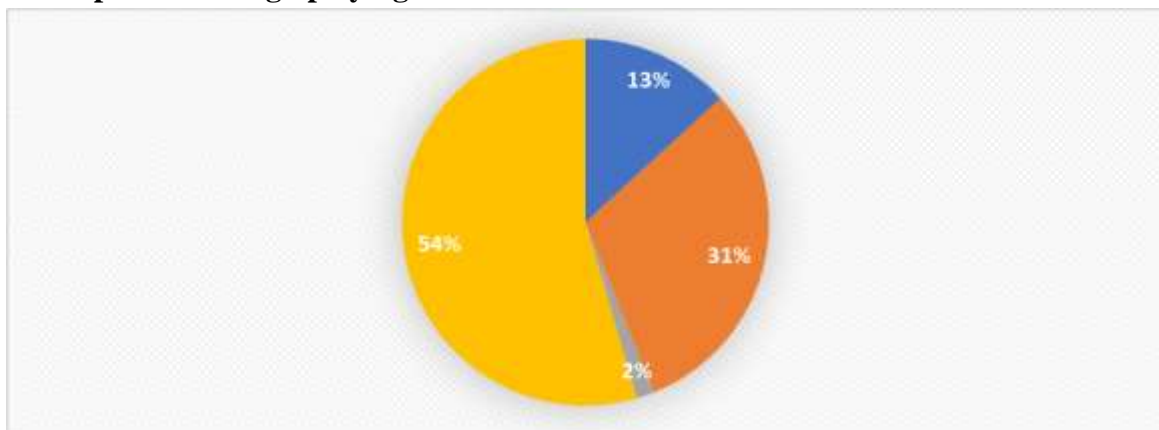
From the exposure of the diagram above, it can be observed that 62 respondents from students majoring in early Childhood Education gave answers to the statements that had been previously assembled. Many of the responses given were strongly agree 25.8%, agree 62.9% and disagree 11.3%. From the answers that have been given by respondents, it can be concluded that the existing statement, namely inadequate facilities and infrastructure, has resulted in the implementation of integrative holistic education not happening optimally. From the results of the explanation above, we can see that many students agree with this statement. This is indeed proven in reality, namely many in remote areas where inadequate infrastructure and facilities hamper learning, so that the services they should receive can never be felt in their childhood.

**The development of integrative holistic education learning aims to realize smart, healthy and moral children.**



From the exposure of the diagram above, it can be observed that 62 respondents from students majoring in early Childhood Education gave answers to the statements that had been previously assembled. Many of the responses given were strongly agree 35.5%, agree 61.3% and disagree 3.2%. From the answers that have been given by respondents, it can be concluded that the existing statement, namely the development of integrative holistic education learning aims to realize smart, healthy and moral children. From the explanation above, it can be analyzed that many respondents agree with that. Because this integrative holistic learning is very influential in a child's life. This is a form of goal that has been conceptualized in holistic and integrative education learning. That is to provide the best for child development. The purpose of this learning is not only to educate but also to provide a healthy lifestyle so that children can develop perfectly.

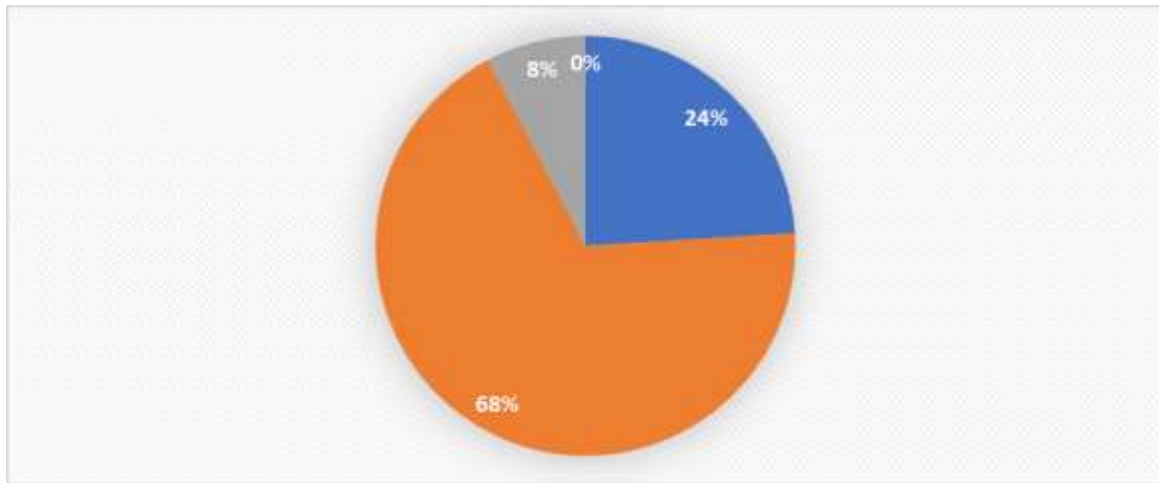
**Holistic integrative is a form of application of the principles of early childhood development through playing activities**



From the exposure of the diagram above, it can be observed that 62 respondents from students majoring in early Childhood Education gave answers to the statements that had been previously assembled. Many of the responses given were strongly agree 29%, agree 67.7% and disagree 3.4%. From the answers that have been given by respondents, it can be concluded that the statement that says Holistic integrative is a form of applying the principles of early childhood development through play activities, it is very evident that this is a form of learning that is fun for children. Games are synonymous with children. The principle of learning in early childhood is basically a game. Children will understand more easily if based on play. From that a teacher is recommended to have very extraordinary ideas in order to make the game and learning unite.

---

**The success of integrative holistic learning to children is one of the educators' abilities in creating and designing learning activities.**



From the exposure of the diagram above, it can be observed that 62 respondents from students majoring in early Childhood Education gave answers to the statements that had been previously assembled. Many responses given were strongly agree 25%, agree 71% and disagree 8%. From the answers that have been given by respondents, it can be concluded that the statement that says the success of integrative holistic learning to children is one of the abilities of educators in creating and designing learning activities. From the many responses obtained, it proves that this is indeed real in the field world. That a teacher who has extraordinary potential will continue to flow extraordinary ideas so as to achieve success in providing learning and children remain comfortable learning. Educators are a million ideas.

## **CONCLUSION**

From this research, it can be concluded that holistic integrative learning strategies are very important in early childhood education. The results show that giving full attention to early childhood through nutritional health education, protection, care and welfare services can improve children's overall quality and abilities. This research also emphasizes the importance of increasing insight and knowledge about holistic integrative learning strategies in early childhood education. With a better understanding of these strategies, teachers and parents can help overcome problems and shortcomings that may arise in the implementation of holistic integrative strategies. This can contribute to shaping a generation of quality and accomplished children. While this research provides valuable insights, there are limitations in the scope of the study. This research only focuses on integrative holistic learning strategies in early childhood education. Therefore, it is hoped that future researchers can conduct further research that is more in-depth and comprehensive regarding integrative holistic learning strategies in early childhood education, so that they can be further developed and improved. Researchers recommend that future researchers use the results of this study as a reference in conducting research on integrative holistic learning strategies in early childhood education. Thus, future research

---

---

can expand our understanding of these strategies and make a greater contribution to the development of early childhood education.

## REFERENCES

- Akdağ, Z., & Haser, Ç. (2016). Beginning early childhood education teachers' classroom management concerns. *Teachers and Teaching*, 22(6), 700–715. <https://doi.org/10.1080/13540602.2016.1158959>
- Bauer, G. R., & Scheim, A. I. (2019). Methods for analytic intercategory intersectionality in quantitative research: Discrimination as a mediator of health inequalities. *Social Science & Medicine*, 226, 236–245. <https://doi.org/10.1016/j.socscimed.2018.12.015>
- Bennett, E., Berry, K., Emeto, T. I., Burmeister, O. K., Young, J., & Shields, L. (2017). Attitudes to lesbian, gay, bisexual and transgender parents seeking health care for their children in two early parenting services in Australia. *Journal of Clinical Nursing*, 26(7–8), 1021–1030. <https://doi.org/10.1111/jocn.13595>
- Bice, A. A., Hall, J., & Devereaux, M. J. (2018). Exploring Holistic Comfort in Children Who Experience a Clinical Venipuncture Procedure. *Journal of Holistic Nursing*, 36(2), 108–122. <https://doi.org/10.1177/0898010117692719>
- Broder Fingert, S., Carter, A., Pierce, K., Stone, W. L., Wetherby, A., Scheldrick, C., Smith, C., Bacon, E., James, S. N., Ibañez, L., & Feinberg, E. (2019). Implementing systems-based innovations to improve access to early screening, diagnosis, and treatment services for children with autism spectrum disorder: An Autism Spectrum Disorder Pediatric, Early Detection, Engagement, and Services network study. *Autism*, 23(3), 653–664. <https://doi.org/10.1177/1362361318766238>
- Chen, F. (2015). Parents' *perezhivanie* supports children's development of emotion regulation: A holistic view. *Early Child Development and Care*, 185(6), 851–867. <https://doi.org/10.1080/03004430.2014.961445>
- Chriqui, J. F., Leider, J., & Schermbeck, R. M. (2018). Early Childhood Education Centers' Reported Readiness to Implement the Updated Child and Adult Care Food Program Meal Pattern Standards in the United States, 2017. *Childhood Obesity*, 14(6), 412–420. <https://doi.org/10.1089/chi.2018.0075>
- Driessen, G. (2017). Early Childhood Education Intervention Programs in the Netherlands: Still Searching for Empirical Evidence. *Education Sciences*, 8(1), 3. <https://doi.org/10.3390/educsci8010003>
- Egert, F., Fukkink, R. G., & Eckhardt, A. G. (2018). Impact of In-Service Professional Development Programs for Early Childhood Teachers on Quality Ratings and Child Outcomes: A Meta-Analysis. *Review of Educational Research*, 88(3), 401–433. <https://doi.org/10.3102/0034654317751918>
- Fields, M. E., Hoyt-Drazen, C., Abel, R., Rodeghier, M. J., Yarboi, J. M., Compas, B. E., & King, A. A. (2016). A pilot study of parent education intervention improves early childhood development among toddlers with sickle cell disease: Fields et al. *Pediatric Blood & Cancer*, 63(12), 2131–2138. <https://doi.org/10.1002/pbc.26164>
- Green, M. J., Hindmarsh, G., Kariuki, M., Laurens, K. R., Neil, A. L., Katz, I., Chilvers, M., Harris, F., & Carr, V. J. (2020). Mental disorders in children known to child protection services during early childhood. *Medical Journal of Australia*, 212(1), 22–28. <https://doi.org/10.5694/mja2.50392>
-

- 
- Grindal, T., Bowne, J. B., Yoshikawa, H., Schindler, H. S., Duncan, G. J., Magnuson, K., & Shonkoff, J. P. (2016). The added impact of parenting education in early childhood education programs: A meta-analysis. *Children and Youth Services Review, 70*, 238–249. <https://doi.org/10.1016/j.chidyouth.2016.09.018>
- Han, S., Blank, J., & Berson, I. R. (2020). Revisiting reflective practice in an era of teacher education reform: A self-study of an early childhood teacher education program. *Journal of Early Childhood Teacher Education, 41*(2), 162–182. <https://doi.org/10.1080/10901027.2019.1632993>
- Hecklau, F., Galeitzke, M., Flachs, S., & Kohl, H. (2016). Holistic Approach for Human Resource Management in Industry 4.0. *Procedia CIRP, 54*, 1–6. <https://doi.org/10.1016/j.procir.2016.05.102>
- Jung, Y., Zuniga, S., Howes, C., Jeon, H.-J., Parrish, D., Quick, H., Manship, K., & Hauser, A. (2016). Improving Latino children’s early language and literacy development: Key features of early childhood education within family literacy programmes. *Early Child Development and Care, 186*(6), 845–862. <https://doi.org/10.1080/03004430.2015.1062374>
- Kallesen, R., Jahnsen, R., & Østensjø, S. (2020). Empowerment in families raising a child with cerebral palsy during early childhood: Associations with child, family, and service characteristics. *Child: Care, Health and Development, 46*(1), 19–27. <https://doi.org/10.1111/cch.12716>
- Kingery, K. M., Narad, M. E., Taylor, H. G., Yeates, K. O., Stancin, T., & Wade, S. L. (2017). Do Children Who Sustain Traumatic Brain Injury in Early Childhood Need and Receive Academic Services 7 Years After Injury? *Journal of Developmental & Behavioral Pediatrics, 38*(9), 728–735. <https://doi.org/10.1097/DBP.0000000000000489>
- Lee, L., & Liu, Y.-S. (2021). Training Effects and Intelligent Evaluated Pattern of the Holistic Music Educational Approach for Children with Developmental Delay. *International Journal of Environmental Research and Public Health, 18*(19), 10064. <https://doi.org/10.3390/ijerph181910064>
- Loewen, S., & Sato, M. (Eds.). (2017). *The Routledge Handbook of Instructed Second Language Acquisition* (1st ed.). Routledge. <https://doi.org/10.4324/9781315676968>
- Lussier, P., Chouinard-Thivierge, S., McCuish, E., Nadeau, D., & Lacerte, D. (2019). Early life adversities and polyvictimization in young persons with sexual behavior problems: A longitudinal study of child protective service referrals. *Child Abuse & Neglect, 88*, 37–50. <https://doi.org/10.1016/j.chiabu.2018.10.017>
- McManus, B. M., Richardson, Z., Schenkman, M., Murphy, N., & Morrato, E. H. (2019). Timing and Intensity of Early Intervention Service Use and Outcomes Among a Safety-Net Population of Children. *JAMA Network Open, 2*(1), e187529. <https://doi.org/10.1001/jamanetworkopen.2018.7529>
- Mills, I. S., Doyle, L. W., Cheong, J. L., Roberts, G., & on behalf of the Victorian Infant Collaborative Study Group. (2018). Rates of early intervention services in children born extremely preterm/extremely low birthweight: Early intervention in preterm infants. *Journal of Paediatrics and Child Health, 54*(1), 74–79. <https://doi.org/10.1111/jpc.13668>
- Nolan, A., & Molla, T. (2018). Teacher professional learning in Early Childhood education: Insights from a mentoring program. *Early Years, 38*(3), 258–270. <https://doi.org/10.1080/09575146.2016.1259212>
-



- 
- Paquot, M., & Plonsky, L. (2017). Quantitative research methods and study quality in learner corpus research. *International Journal of Learner Corpus Research*, 3(1), 61–94. <https://doi.org/10.1075/ijlcr.3.1.03paq>
- Parry, B., & Taylor, L. (2018). Readers in the round: Children’s holistic engagements with texts: Readers in the round. *Literacy*, 52(2), 103–110. <https://doi.org/10.1111/lit.12143>
- Pitchik, H. O., Tofail, F., Rahman, M., Akter, F., Sultana, J., Shoab, A. K., Huda, T. Md. N., Jahir, T., Amin, M. R., Hossain, M. K., Das, J. B., Chung, E. O., Byrd, K. A., Yeasmin, F., Kwong, L. H., Forsyth, J. E., Mridha, M. K., Winch, P. J., Luby, S. P., & Fernald, L. C. (2021). A holistic approach to promoting early child development: A cluster randomised trial of a group-based, multicomponent intervention in rural Bangladesh. *BMJ Global Health*, 6(3), e004307. <https://doi.org/10.1136/bmjgh-2020-004307>
- Poletti, M., Pelizza, L., Azzali, S., Paterlini, F., Garlassi, S., Scazza, I., Chiri, L. R., Pupo, S., & Raballo, A. (2021). Overcoming the gap between child and adult mental health services: The Reggio Emilia experience in an early intervention in psychosis program. *Early Intervention in Psychiatry*, 15(6), 1749–1758. <https://doi.org/10.1111/eip.13097>
- Sriprakash, A., Maithreyi, R., Kumar, A., Sinha, P., & Prabha, K. (2020). Normative development in rural India: ‘School readiness’ and early childhood care and education. *Comparative Education*, 56(3), 331–348. <https://doi.org/10.1080/03050068.2020.1725350>
- Strijker, D., Bosworth, G., & Bouter, G. (2020). Research methods in rural studies: Qualitative, quantitative and mixed methods. *Journal of Rural Studies*, 78, 262–270. <https://doi.org/10.1016/j.jrurstud.2020.06.007>
- Sufa, F. F., Gunarhadi, Akhyar, M., & Yusuf, M. (2020). Exploring the Collaborative Strategies of Learning Mathematic Concept for the Early Aged-Children. *Proceedings of the 4th International Conference on Learning Innovation and Quality Education*, 1–4. <https://doi.org/10.1145/3452144.3453747>
- Thompson, T., Howell, S., Davis, S., Wilson, R., Janusz, J., Boada, R., Pyle, L., & Tartaglia, N. (2020). Current survey of early childhood intervention services in infants and young children with sex chromosome aneuploidies. *American Journal of Medical Genetics Part C: Seminars in Medical Genetics*, 184(2), 414–427. <https://doi.org/10.1002/ajmg.c.31785>
- Tinanoff, N., Baez, R. J., Diaz Guillory, C., Donly, K. J., Feldens, C. A., McGrath, C., Phantumvanit, P., Pitts, N. B., Seow, W. K., Sharkov, N., Songpaisan, Y., & Twetman, S. (2019). Early childhood caries epidemiology, aetiology, risk assessment, societal burden, management, education, and policy: Global perspective. *International Journal of Paediatric Dentistry*, 29(3), 238–248. <https://doi.org/10.1111/ipd.12484>
- Xie, Q. W., Sun, X., Chen, M., Qiao, D. P., & Chan, K. L. (2017). What prevents Chinese parents from reporting possible cases of child sexual abuse to authority? A holistic-interactionistic approach. *Child Abuse & Neglect*, 64, 19–31. <https://doi.org/10.1016/j.chiabu.2016.12.006>
- 

**Copyright Holder :**

© Claudia Monique et al. (2023)

---



**First Publication Right :**

© Al-Hijr: Journal of Adulearn World

**This article is under:**

