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The Role of Literature in The Implementation of Integrative Holistic Early Childhood Education Services

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Abstract: Integrative Holistic Early Childhood Education prioritizes forms of collaboration in achieving its goals, namely to form the intelligence, health and character of children with noble character. This form of collaboration cannot exclude the role of culture. Literature as an element of culture has opportunities to collaborate in Holistic Early Childhood Education services. This paper will describe the role of literature in Holistic Early Childhood Education Services. The analytical method used uses a phenomenological perspective. The recommended findings are 1) reading children's literature, 2) introduction to literary gastronomy, 3) writing parenting reports in a literary style, 4) posters based on literary language, and 5) appreciation of literature.

Keywords: Literature; Implementation; Integrative Holistic Early Childhood Education

A. Introduction

Culture has an important aspect in education. Culture is a form of reason and human feeling that is manifested both at the level of ideas and material. Culture is one of the keys in seeing the dynamics of human development. In the Holistic Integrative Early Childhood Education technical guidelines, or in an Indonesian acronym called PAUD HI, it is said that the principle of HI PAUD services in PAUD units is based on a constructive culture. The meaning of this is that the provision of education, health, nutrition, care, care, protection, and child welfare services is carried out by utilizing local potential and paying attention to local cultural values that are in line with the principles of HI ECD services (Kemdikbud, 2015: 5). The goal of developing PAUD HI is the provision of holistic integrative early childhood development services towards the realization of Indonesian children who are smart, healthy, cheerful and have noble character (Oktaviani & Dimiyati, 2021: 1875). Early childhood education is the most important part in creating a polite generation (Kurniawan, 2022: 424).

One element of culture is literature. Literature is an important element in viewing culture in an area. This cannot be separated from the function of literature which can encapsulate various kinds of customs, traditions, norms, to various kinds of collective memory contained in society. Such a position provides opportunities for collaboration to realize the vision and mission of goodness for the universe and humanity. This includes HI ECD services.

A cultural base is needed in HI ECD services because the existence of HI ECD is not a new form of agency, but applies the principle of collaboration. Therefore, still in the HI ECD technical guidelines, it is said that services are needed by involving various sectors. Kemdikbud (2015: 1) says that holistic stimulation services include education, health, nutrition, care,

parenting, protection and welfare services into early childhood development policies by involving related parties, both government agencies, community organizations, professional organizations, community leaders, and parent.

There are regulations for HI ECD services to collaborate with various parties, providing space for maximizing possibilities for literature. Literature is a partner that can achieve the goals of PAUD HI as stated in the Guidelines for PAUD HI (Kemdikbud, 2015: 4), which is to support optimal growth and development in order to create healthy, intelligent, and characterized children as quality and competitive future generations. This paper will convey about the possible role of literature that can be applied in HI ECD services. This paper is a conceptual writing. The foundation used in conveying this concept uses a phenomenological perspective.

B. The Role of Literature in PAUD HI

The role of literature in PAUD HI refers to the Technical Guidelines for Implementing Holistic Integrative PAUD in PAUD Units issued by the Ministry of Education and Culture in 2015. In CHAPTER III concerning Implementation of Holistic Integrative Early Childhood Development (PAUD HI) in PAUD Units, letter C Implementation of PAUD Services HI in PAUD Units, covering 1) education services, 2) health, nutrition and care services, 3) parenting services, 4) protection services and 5) welfare services.

In CHAPTER III, Letter C, number 1 letter f, it is stated about the orientation towards the development of character values. This is very relevant to the existence of literature as a medium for developing good character. In CHAPTER III, letter C, number 2, concerning health, nutrition and care services, in letter a number 4 it is stated that the promotion of a balanced nutritional diet involves parents in preparing food for their children on a daily basis. In this service, it can be integrated with literary gastronomy, namely introducing healthy and nutritious food through literary works.

In CHAPTER III, letter C, number 3 concerning parenting services, in letter h, it is stated that the PAUD unit facilitates communication with parents through contact books and/or reports. In this context, the style of literary writing is appropriate to apply. Stylistics or style of literary language will be different from non-literary language. Literary language emphasizes the aspect of beauty. In CHAPTER III, letter C, number 4, regarding protection services, letter h, it is said to create a situation in the PAUD unit area that is full of friendliness, courtesy, and mutual affection. This can be done by providing posters or something similar using literary language.

In CHAPTER III, letter C, number 5, concerning welfare services, letter e, it is mentioned to get used to giving rewards to children for the work done. This can be integrated into literary activities by giving appreciation to literary works and participating in literary competitions, such as poetry reading or poetry writing competitions. The five HI ECD services that are integrated into literary activities, so that literature has a role in the implementation of HI ECD, are further explained in the sub-chapters below.

1. Reading Children's Literature

Reading is something that can be taught from an early age. Early childhood is a child who is in the process of development, both physical, intellectual, social, emotional and

language development (Tatminingsih & Cintasih, 2018: 1.8). Through the introduction and assistance in introducing children's literature to children and parents, it will provide opportunities for the creation of literacy intelligence. The terminology of children's literature can be used to refer to children's reading in general or specifically indicated for children's literature with literary value (Bunanta, 2000: 102).

Children at the education level in PAUD have very good development in absorbing language. The presence of children's literature is one of the media that can be used to develop literacy. In addition, through children's literature, good character can also be instilled, because literature has a cathartic function, namely to purify the soul. The holistic-integrative and interconnected paradigm in character education management will be able to form a network of systemic thinking patterns, which form a whole world view, a complete, comprehensive and fresh character building world view (Maragustam, 2015: 125). Through children's literature, it is a way of achieving goals in education services at PAUD HI.

Education services as basic services held in PAUD units to develop various potentials of children which include religious and moral, physical-motor, cognitive, language, social-emotional, and artistic values (Kemdikbud, 2015: 10). It is stated that education services are basic services in PAUD units. This service includes, among others, moral values, language, and art. This is in accordance with the function of literature, apart from being a beautiful word art, it can also provide moral and character teachings.

2. Introduction to Literary Gastronomy

Literary gastronomy is included in a new perspective in literature. This perspective assumes the existence of culinary influences in shaping the structure of literary works, both in the realm of thematic narratives that are composed and specifically in the use of language that intersects with culinary. If an author conveys his ideas by raising culinary treasures, then what can be explored later according to Fajar (2020: 31) is to ask questions about what culinary treasures the writer describes in his work, and what is the culinary connection with social relations and the construction of the identity he wants to convey. built. Culinary narratives cannot be separated from the existence of literary works. The existence of literary gastronomic criticism is also relevant for analyzing literary works that present culinary or culinary elements in them.

The relevance of literary gastronomy to services in Integrative Holistic Early Childhood Education lies in how the process of knowledge of balanced nutritional intake is informed to parents and children. Through the introduction of nutritious food with children's literature gastronomy books, the goals of health, nutrition and care services can be carried out more pleasantly. This is because it involves literature, which has the nature of entertaining and creating pleasure. The text of children's stories with gastronomic nuances, for example, can be seen in Idzma Mahaayattika's work entitled *Tales for Ananda: Dodi Eats Vegetables*. An excerpt from the story is shown below

At dinner, Dodi's house had a lot of delicious and nutritious food served on the dining table. There is vegetable soup, there is chicken etc. Mama Dodi also offered Dodi to eat, "Come on, Dodi, let's eat, Mama has made delicious vegetables for Dodi." But Dodi even said "no! Dodi just wants to eat a burger!" while manyun. "Dodi eat yes, delicious you know. This is Mama Taro in Dodi's bowl, okay?" Mama Dodi coaxed. When his mother wasn't looking, Dodi gave his vegetables and

food to his cat Memey. Memey in cat language says "meooong... hiaaks... memey kan cat, memey mah eat fish". Memey ran away because she didn't want to eat vegetables. Yes, the cat eats fish, not vegetables. (Mahaayattika, 2012).

Saat makan malam, di meja makan rumah Dodi sudah terhidang banyak sekali makanan enak dan bergizi. Ada sayur sop, ada ayam dll. Mama Dodi pun nawarin Dodi makan, "Dodi makan yuk, ini mama udah buatin sayur yang enak buat Dodi". Tapi Dodi malah bilang "ga mau! Dodi maunya makan burger aja!" sambil manyun. "Dodi makan ya, enak lho. Ini mama taro di mangkuk Dodi ya" rayu mama Dodi. Ketika mamanya tidak melihat, dodi memberikan sayur dan makanannya buat Memey kucingnya. Memey dalam bahasa kucing bilang "meooong... hiaaks... memey kan kucing, memey mah makannya ikan". Memey pun kabur karena ga mau makan sayur. Iya ya, kucingnya mah makannya ikan bukan sayur. (Mahaayattika, 2012).

The text above contains culinary related dictions. There is a diction of vegetable soup, chicken and burgers. These dictions have colored the concept of literary gastronomy. Through reading stories that present culinary dictions, parents and teachers can explain more to children. Nutritious and healthy food is one of the stories that needs to be inserted in the story about literary gastronomy.

What needs to be considered is the selection of relevant gastronomic literature books, namely for parents and children. The two of them must be separated, meaning that children's literature books need to be categorized and literary books that use language that is still not in accordance with children's language development. Children's literature books will provide instructions or language dictions that are relatively simpler and easily understood by children. The language of child-friendly reading books refers to language that children can understand and language that is able to explore children's thinking (Kurniawan et al, 2023: 177). While literary books whose language is not in accordance with children's language development, these literary books are not appropriate for children to share.

3. Report Writing in a Literary Style

Care services in Holistic Integrative PAUD emphasize cooperation with parents in the form of parenting. In the Holistic Integrative PAUD technical guidelines, one of these forms of care is by providing notes on the child's development. These notes can be in the form of a book. The child development report book is the result of a child's development record after participating in activities in the PAUD unit within a certain period of time, which can be submitted every quarter or semester (Kemdikbud, 2015: 15).

In this context, literature plays its role in terms of beautiful writing. Writing is a skill that can be trained, such as learning to cycle, swim, play music, learn foreign languages, and so on (Sambodja, 2007: 1). Literary writing is a feasible thing to use in writing child development reports. Literary language is more nuanced than practical (Nurgiyantoro, 2005:3).

Writing that has literary value will give a value of beauty. It should be emphasized that the literary writing in question is not on the side of imagination which so far has often been attached to literature. However, the literary value in question is the beautiful or stylistic style of language in writing notes on child development.

Writing about child development if done seriously can produce quality literature books. There have been many examples, for example, of a teacher and counselor who wrote down his

experiences in book form. Phenomenal examples include Torey Hayden's writings with the titles *Sheila The Heartache of a Little Girl*, *Venus: Lara's Grief the Beautiful Child*; *Kevin: Shackles of the Past*, and *Special Disciples: The Soft Screams of a Friend*. In Sheila's novel, for example, Hayden's experience in literary writing is written like this:

The file is too thin for the case I have to work on. Most of my students have notes in thick folders with tons of paper filled with rambling opinions from dozens of doctors, therapists, judges, and social workers. It was clear to me every time I read one of those files that the people who compiled it didn't have to work with the kid every day for long hours. What was written on the paper was very scientific, but gave no teacher or distraught parent any clues about how to deal with it. I doubt anyone could write such words. In reality, each child is so different and grows up in such unpredictable ways that one day's experiences become the only framework for planning the next. There were no textbooks or university courses that taught specialization to Max or William or Peter. (Hayden, 2004: 57)

Berkas itu terlalu tipis untuk kasus yang harus saya tangani. Kebanyakan anak didik saya punya catatan dalam map tebal dengan begitu banyak kertas berisi pendapat yang bertele-tele dari lusinan dokter, terapis, hakim, dan pekerja sosial. Jelas bagi saya setiap kali membaca salah satu berkas itu bahwa orang-orang yang menyusunnya tidak harus bekerja bersama anak itu setiap hari selama berjam-jam. Yang tertulis di atas kertas-kertas itu sangat ilmiah, tetapi tidak memberi petunjuk kepada guru atau orangtua yang putus asa tentang bagaimana mengatasinya. Saya ragu ada orang yang dapat menulis kata-kata semacam itu. Dalam kenyataan, setiap anak itu demikian berbeda dan tumbuh dengan cara yang demikian tak terduga sehingga pengalaman suatu hari menjadi satu-satunya kerangka untuk merencanakan pengalaman berikutnya. Tidak ada buku teks atau mata kuliah di universitas yang mengajarkan spesialisasi untuk Max atau Wiliam atau Peter. (Hayden, 2004: 57)

The text quote above is one of the stories told in Sheila's novel. The writing is the outpouring of the heart of a teacher of children with special needs. The article is written in a narrative style that does not give the impression of being scientific. On the contrary, the writing has a relaxed and flowing nuance so that the message conveyed is easy to understand. This writing actually contains criticism towards the writing of child development reports which are often written scientifically but do not provide a solution to overcome them. Through the way of writing in literary style, the effort to convey everything freely, in the sense that it is not bound by standard language rules, becomes an effort to convey something more easily understood. The use of language that is typical of literature which is capable of providing special effects always attracts people's attention to provide explanations (Nurgiyantoro, 2019: 74).

This can be shown from other examples as in the quotation below.

Interestingly enough, Sheila finds a fun outlet in creative writing. In this area the old fears seem to vanish. He wrote spontaneously and profusely. Line after line of his sloppy and somewhat sloppy handwriting filled the entire page with stories about things that were often too personal to tell directly. Usually I would find five or six extra pages in my corrections basket each night. (Hayden, 2004: 245).

Yang cukup menarik, Sheila menemukan sarana penyaluran yang menyenangkan dalam tulisan kreatif. Di bidang ini ketakutan-ketakutan lamanya seakan lenyap. Dia menulis dengan spontan dan banyak sekali. Baris demi baris tulisan tangannya yang tidak rapi dan agak sembarangan memenuhi seluruh halaman dengan cerita tentang hal-hal yang sering terlalu pribadi untuk dikemukakan secara langsung. Biasanya saya akan menemukan lima atau enam halaman ekstra di dalam keranjang koreksi setiap malam. (Hayden, 2004: 245).

The quote above is another example of how to write about the condition of a child in a special school. What is written as if it is not from a literary quote, but what actually happened, the writing is a quote from a novel. What is written shows that there is an impression that is more in the heart, not just conveying reality which sometimes does not give anything that touches the heart. This is where literature functions as a medium to refine and subdue the heart. Through beautiful writing, the goal of creating beauty can be realized.

4. Poster with Literary Language

It is mentioned in the Holistic Integrative PAUD technical guidelines that protection services include creating friendliness, politeness and spreading love. This kind of service can be collaborated with posters or simple writing using literary language. The literary language in question is simple language and relevant pictures can also be displayed.

The simple language that children need to know is that there is a concept that eliminates the form of affixes in Indonesian. Sentences are long and contain affixes, predictions, suffixes, and infixes, so these affixation elements can be omitted. For example, on a poster there is the sentence "Clean Yourself. Cleanliness symbolizes purity and makes learning comfortable for us." If we examine this sentence, it seems very good and appropriate to convey to young children. However, from a literary point of view, it is necessary to pay attention again to the aesthetic aspects of the language presented.

This sentence can also be changed to "Take a bath so that you are fresh. A sacred symbol and makes learning comfortable." In the modified sentence, there will be a poetic sound rhythm, namely the sound 'ar' in the word 'fresh' and the sound 'ar' in the word 'study'. Fresh and learned choruses or highly rhythmic, melodic and artistic sounds. Another chorus of sounds is indicated by the 'di' sound in the word 'bath' and the 'ci' sound in the word 'holy'. The rhythm of the 'i' sound makes the atmosphere of the sentence more comfortable to hear. This concept can be said to be the integration of literature into posters in the PAUD HI environment. By emphasizing the concept of sound like this, it becomes something that can attract children's interest in literary arts, especially poetry.

5. Literary Appreciation

In general, appreciation is appreciation and understanding of a work of art or culture (Dibia, 2018: 2). This word relates to reading and knowledge of certain works (Rampan, 2013: vi). Literary appreciation plays a role in forming a spirit of respect. This soul needs to be instilled in children from an early age. Literature in children's education can play a role in developing cognitive, affective, psychomotor aspects, developing personality and developing social personality (Wibowo, 2013: 20). In Early Childhood Education, the cultivation of this soul is highly expected considering that at a young age, it has a major influence in shaping character and personality in adulthood.

The thing that can be done in forming a spirit of appreciation is by participating in poetry reading or poetry writing competitions. This can also be done by holding art activities, including poetry readings. Such a thing will foster an appreciative spirit, mutual respect and love for early childhood. In addition, training activities for writing literary works can be carried out by cooperating with literary community partners in each region.

C. Conclusion

Literature is an element of culture that is very useful for life. Among the benefits of literature is that it can be integrated into Holistic Integrative Early Childhood Education services. These services can be integrated with literary activities. In education services, the existence of literature can be applied through reading children's literature books. In health services, nutrition and treatment can be carried out by introducing children's gastronomy literature books. In parenting services, literary-style writing modeling can be done in writing child development reports. For protection services, this can be done by making posters that use typical literary languages. Welfare services can be carried out in the form of literary appreciation as part of cultivating a spirit of respect or appreciation.

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