



The Effect of Spiritual-Based Holistic Integrative Early Childhood Education on Stunting Prevention

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Abstract

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BACKGROUND: The result of health research (Riskesdas) in 2018 showed a decrease in the prevalence of stunting at the national average of 6.4% over a period of 5 years, that is, from 37.2% (2013) to 30.8% (2018). Meanwhile, for toddlers with normal status, there was an increase from 48.6% (2013) to 57.8% (2018). Other provinces have high and very high dominant cases, around 30–40%. The problem of stunting is a threat to Indonesia, because stunting children are not only affected by physical growth but also brain growth. The effect is that human resources will become unproductive which will disrupt the country's progress. The phenomenon of the incidence of stunting in children under five and under five in Indonesia is not a new thing. The role and involvement of early childhood education in dealing with stunting prevention in children in Indonesia can be done through the optimal implementation of holistic integrative (HI)-based PAUD. In the health and nutrition service dimension in the HI program, the PAUD Unit requires partnerships with various partners, one of which is the closest medical personnel. The typical programs that can be carried out in this dimension vary. For this reason, researchers are interested in researching the application of spiritual-based integrative holistic PAUD to preventing stunting in the city of Surabaya.

AIM: The purpose of this study is to analyze the application of spiritual-based integrative holistic PAUD to preventing stunting in the city of Surabaya.

METHODS: In this study, a sequential mixed methods strategy was used, especially a sequential explanatory strategy. Hence, the first stage was conducting interviews and then analyzing qualitative data using 13 respondents, namely, knowing whether the HI PAUD program is implemented in PAUD to answer the second problem formulation. The second stage of this research is quantitative with 45 samples of PAUD/kindergarten general and 45 samples of PAUD/RA. This second stage research uses comparative test analysis. The sample selection was carried out using purposive sampling technique, the test used in this study was the one-way ANOVA test. The population in this study was PAUD in the city of Surabaya and the sample was part of the PAUD in the city of Surabaya.

RESULTS: The results of the qualitative first stage research related to the implementation of spiritual-based HI ECD toward stunting prevention obtained five themes, namely, knowledge, response, social support, perception, and intention to carry out.

CONCLUSION: The results of this study are expected to be taken into consideration to overcome problems related to the stunting reduction program policy and the prevention of stunting.

Introduction

Stunting or often called stunted or short is a condition of failure to thrive in children under 5 years of age (toddlers) due to chronic malnutrition and recurrent infections, especially during the first 1000 days of life (HPK), from fetuses to children aged 23 months. A child is classified as stunted if the length or height is below minus two standards from the deviation of the child's length or height. The purpose of the study was to analyze the effect of spiritual-based holistic integrated PAUD on stunting prevention in the city of Surabaya.

The results of the 2018 Basic Health Research (Riskesdas) (Budiastutik, 2018) [1] showed a decrease in the prevalence of stunting at the national level by 6.4% over the 5 years period, from 37.2% (2013) to 30.8% (2018). Meanwhile, for children with normal status, there was an increase from 48.6% (2013) to 57.8% (2018). The rest

have other nutritional problems. The 2016 Global Nutrition Report notes that the prevalence of stunting in Indonesia is ranked 108 out of 132 countries [2]. In the previous report, Indonesia was listed as one of 17 countries experiencing a double burden of nutrition, both excess and malnutrition. In Southeast Asia, the prevalence of stunting in Indonesia is the second highest, after Cambodia.

Early Childhood Education (PAUD) which is based on Integrative Holistic principles means that PAUD provides services to students in at least five dimensions. The dimensions of Integrative Holistic services (HI) in early childhood education include stimulation of education, care, health, nutrition, and protection [3].

The role and involvement of early childhood education in dealing with the phenomenon of stunting in children in Indonesia can be done through the maximum application of the holistic integrative (HI) spiritual-based PAUD. In the health and nutrition service dimension in

the HI program, the PAUD Unit requires partnerships with various partners, one of which is the closest medical personnel. The typical programs that can be carried out in this dimension vary. For this reason, researchers are interested in researching "The Influence of Spiritual-Based Integrative Holistic Early Childhood Education on Prevention of Stunting in the city of Surabaya."

Research Methods

This research was mix method research, which was a step of research by combining two kinds of approaches, qualitative and quantitative. Population in this research was PAUD in Surabaya. Hence, the first stage is conducting interviews and then analyzing qualitative data. Disseminating the spiritual HI ECD program, then observing whether the spiritual HI ECD program is implemented in PAUD, to answer the second problem formulation, then the research scale or instrument will be distributed and analyzed quantitative data to determine the effect of the HI spiritual ECD program in preventing stunting.

Research Results

Stunting is a condition in children under five who fail to thrive due to chronic malnutrition and for a long time so that the children become too short of their age. Toddlers who have body length (PB/U) or height (TB/U) according to their age are compared with the 2006 WHO-MGRS [4] standard, the results will be in the form of short or stunted and severely stunted children [5]. The Ministry of Health (Kemenkes) of the Republic of Indonesia defines stunting as children under five whose z-score is $<-2SD$ /standard deviation means stunted and $<-3SD$ means severely stunted [6].

The provision of educational services for early childhood, of course, cannot be equated with the provision of educational services for school age children. Likewise, the curriculum is used as a guide in developing programs for daily learning activities.

This study examines the effect of spiritual-based Holistic Integrative PAUD on the prevention of stunting.

First stage research results (structured interview analysis results)

Facts on the ground

The Integrative Holistic Early Childhood Education Curriculum has been implemented in Early

Childhood Education both in kindergarten/general and in kindergarten/RA, but in spiritual terms for TK/RA in practice, it prioritizes spiritual values compared to kindergarten/general, for that this research will examine the effect of Integrative Holistic PAUD spiritual based on the prevention of stunting.

Field research was conducted by means of semi-structured interviews. This research is qualitative with a descriptive explorative approach, conducted on 13 respondents from PAUD teachers and parents. The characteristics of the respondents are as follows (Table 1):

Table 1: Characteristics of respondents

No.	N	Gender	Age	Profession	Education
1	P1	Women	40	PAUD teacher	S2
2	P2	Women	41	PAUD teacher	S2
3	P3	Women	33	PAUD teacher	S2
4	P4	Women	29	PAUD teacher	S1
5	P5	Women	31	PAUD teacher	S2
6	P6	Women	31	PAUD teacher	S2
7	P7	Women	43	PAUD teacher	S1
8	P8	Women	30	IRT	S1
9	P9	Man	42	Entrepreneur	S1
10	P10	Women	32	Private	S2
11	P11	Man	38	Private	S1
12	P12	Women	29	Private	S2
13	P13	Man	33	Private	S1

Literature study

Curriculum and lesson planning for early childhood are the same as the diet. This means that the curriculum provided contains the topic of balanced nutrition and spiritual-based eating procedures. Serving a food menu must have a complete and balanced nutritional content. Likewise, the curriculum is prepared to provide services for early childhood. Therefore, in developing an operational curriculum for early childhood, it is necessary to pay attention to the principles of PAUD curriculum development. The principles of PAUD curriculum development have been mentioned in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 146 the 2014 concerning the 2013 PAUD Curriculum attachment III [7].

These principles consist of 10 points, including: (1) Child centered, (2) contextual, (3) integrated and continuous, (4) the formation of a child's spiritual and social attitudes as a whole, (5) according to the level of development children, (6) consider children's learning methods, (7) holistic integrative, (8) use a learning approach through play, (9) provide learning experiences according to the times, and (10) pay attention to the sociocultural characteristics of children [8]. Among the 10 principles, there is a principle that contains integration between all aspects and includes several services for early childhood. Some of these services are summarized in a principle called holistic integrative. A curriculum that applies holistic integrative principles can also be said to be child-friendly PAUD. Implementing an integrative holistic program in PAUD institutions without discrimination [9].

The keywords obtained based on field studies and literature studies are: Implementation of spiritual-based HI, social support, positive response, perceptions, and intentions of its implementation. In full, the results of the interviews related to the themes that emerged in the respondents are attached.

Expert recommendation

Results of expert consultation to Mrs. Halimatus Sa'diyah, S.Pd., M.Pd. obtained the following recommendations (Table 2):

Table 2: Results of expert consultation

Theme	Expert
Knowledge	1. Providing correct and clear information about spiritual-based HI ECD 2. Spiritual-based HI ECD toward preventing stunting
Response	The perceived response and explain the impact or effect if you comply and do not comply with the spiritual-based HI ECD implementation
Social support	Modules describing the effects of social support and sources of support.
Perception	Teachers and parents' perceptions of the ease or difficulty of implementing spiritual HI ECD
Intention to run	The power of belief of teachers and parents to try the implementation of spiritual HI ECD in preventing stunting

For this reason, Integrative Holistic spiritual-based PAUD is very helpful for government programs in preventing stunting.

Second stage research results

Characteristics of respondents

From Table 3, it was found that the most general PAUD/kindergarten teachers are 31–40 years old, the length of teaching is 1–5 years, the average married status is 60% already married, and the most education is Masters 77.8%.

Table 3: Respondents in PAUD/TK public

	Frequency	Percentage
Age		
20–30 years	17	37.8
31–40 years	20	44.4
>41 years	8	17.8
Total	45	100
Teaching time		
1–5 years	32	71.1
6–10 years	6	13.3
> 11 years	7	15.6
Total	45	100
Status		
Married	27	60
Single	18	40
Total	45	100
Education		
Masters	35	77.8
Bachelor	10	22.2
Total	45	100

From Table 4, it was found that the most general PAUD/kindergarten teachers were 20–30 years old, the length of teaching was 1–5 years, the average married status was 60% who were married, and the most education was Masters at 86.7%.

Table 4: Respondents in PAUD/RA

	Frequency	Percentage
Age		
20–30 years	23	51.1
31–41 years	18	40
>41 years	4	8.9
Total	45	100
Teaching time		
1–5 years	33	73.3
6–10 years	9	20
>11 years	3	6.7
Total	45	100
Status		
Married	27	60
Single	18	40
Total	45	100
Education		
Masters	39	86.7
Bachelor	6	13.3
Total	45	100

Normality test – homogeneity

Table 5 explains that the results of the normality and homogeneity tests obtained a value of > 0.05 or data were normally distributed both in the general PAUD/ kindergarten and early childhood/RA groups.

Table 5: Observation results and normality test

Variable	Group	p value
Knowledge	PAUD/kindergarten	0.489
	PAUD/RA	0.458
Attitude	PAUD/kindergarten	0.413
	PAUD/RA	0.469
Subjective norm	PAUD/kindergarten	0.356
	PAUD/RA	0.255
Perceived behavior	PAUD/kindergarten	0.324
	PAUD/RA	0.402
Intention	PAUD/kindergarten	0.379
	PAUD/RA	0.424

Pre-test of respondents'

Based on Table 6, the mean data of pre-test knowledge between groups show $p > 0.05$ ($p = 0.0871$), which means that there is no significant difference in pre-test knowledge between groups, the mean data for pre-test attitudes between groups show $p > 0.05$ ($p = 0.269$), which means that there is no significant difference in pre-test attitudes between groups. Based on Table 6 of the data on the mean pre-test action between groups showed $p > 0.05$ ($p = 0.000$) which means that there was

Table 6: Pre-test of respondents

	Group	
	PAUD general	PAUD RA
n	45	45
Knowledge	69.1	69.1
SB	1.75	1.85
F	0.139	
P	0.0871	
Attitude	70.1	66.5
SB	2.68	1.10
F	1.291	
P	0.269	
Subjective norm	72.1	73.1
SB	1.68	1.72
F	143.575	
P	0.000	
Perceived behavior	70.4	73.2
SB	1.42	1.78
F	60.900	
P	0.000	
Intention	70.3	75.2
SB	1.41	1.64
F	74.056	
P	0.000	

One-way ANOVA test.

a significant difference in pre-test knowledge between groups. Based on Table 6 from the pre-test action mean data between the p group showed that the value of $F = 60.900$ and the value of $p = 0.000$. This shows that there is a very significant difference in the mean level of perception ($p < 0.05$). Based on Table 6 of the mean data post-test knowledge between groups showed that the value of $F = 31.384$ and the value of $p = 0.000$. This shows that there is a very significant difference in the mean level of knowledge ($p < 0.05$). Based on the Table 6 of the pre-test action mean data between the p group showed that the value of $F = 74.056$ and the value of $p = 0.000$. This indicates that there is a significant difference in the mean level of intention/intention ($p < 0.05$).

Based on the Table 6 of the mean data for the post-test action between the p group showed that the value of $F = 93.167$ and the value of $p = 0.000$. This indicates that there is a significant difference in the mean level of intention/intention ($p < 0.05$). Based on the Table 6 from the mean data of post-test attitudes between the p group shows that the value of $F = 21.678$ and the value of $p = 0.000$. This shows that there is a very significant difference in the mean attitude ($p < 0.05$). Based on the Table 6 of the mean data for the post-test action between the p group showed that the value of $F = 220.733$ and the value of $p = 0.000$. This shows that there is a very significant difference in the mean level of knowledge ($p < 0.05$). Based on the Table 6 of the mean data for the post-test action between the p groups showed that the value of $F = 97.467$ and the value of $p = 0.000$. This shows that there is a very significant difference in the mean level of perception ($p < 0.05$).

Discussion

The influence of spiritual-based integrative holistic PAUD knowledge on stunting prevention

Stunting is still a food problem for children in Indonesia. In fact, healthy and intelligent children are a reflection of the progress of the nation. That is why early childhood health and education are important pillars in determining children's growth and development and quality of life. Based on the results of the analysis, it was found that knowledge about spiritual-based HI ECD after an analysis was carried out that there was a difference between general TK and RA TK after being given training on spiritual-based HI ECD. General kindergarten after being given training there is an increase in knowledge while TK RA has no difference, which means that after being analyzed from the spiritual side of religion, TK RA is consistent in implementing spiritual implementation.

Based on the 2018 Basic Health Research (Riskesdas) [1], the stunting rate in Indonesia

still reaches 30.8%. As a form of government commitment in ensuring the fulfillment of the rights to early childhood development, there is Presidential Regulation Number 60 of 2013 concerning Integrative Holistic Early Childhood Development (HI PAUD). HI ECD is considered as an effort to fulfill the essential needs of children which include education, health, nutrition, care, care, protection, and welfare services for children. But unfortunately until now, the application of HI ECD has not been adopted with a broad scope. So that it is necessary to increase the capacity of teaching staff in terms of health, nutrition, and care, which is the foundation that needs to be done first to optimize the services of the PAUD unit.

Integrative holistic PAUD based on religious (spiritual) and moral values

Coaching is a series of activities carried out to empower humans. In coaching, there are parties and the media who act as intermediaries. Everything that exists in humans, such as cognitive abilities, motor skills, and affective abilities (attitudes) can be utilized. Defines attitude as a tendency to react in a certain way to an incentive or situation at hand. Mar'at summarizes the notion of attitude in 11 general formulations, namely, (a) attitude is a learning outcome obtained through continuous experience and interaction with the environment, (b) attitude is always associated with objects such as humans, insights, events, or ideas, (c) attitudes obtained in interacting with other humans at school, at home, places of worship, or other places through advice, examples, or conversations, (d) attitudes as a form of readiness to act in certain ways toward objects, (e) the dominant part of the attitude is feeling and is effective as it appears in determining whether the choice is positive, negative, or doubtful, (f) the attitude has a level of intensity towards certain objects, namely, strong or weak, (g) the attitude depends on the situation and time, so that in certain situations and times it may be appropriate, whereas at different times and situations, it is not necessarily suitable, (h) attitudes can be relatively consistent in terms of individual life history, (i) attitude is part of the context of individual perception or cognition, (j) attitude is an assessment of something that may have certain consequences for someone or the person concerned, and (k) attitude is an interpretation and behavior that may be a perfect indicator, or not even adequate.

Hence, it can be concluded that attitude is an effective reaction to a stimulus or situation at hand states that children are witnesses who always pay attention to adult morality. At an early age children look and look for cues how people should behave and find many cues when parents or teachers behave. Crain reveals that according to Bandura, the reality of children's minds is still structured by the environment, by models and social training practices provided by the environment. Crain

[10] explains that there are four components of social learning through observations compiled by Bandura, as follows:

- a. Attention process. Children imitate a model by paying sufficient attention to the model. Models often attract attention because they are able to attract children's attention.
- b. Retention process. Because they often imitate models, after observing them for a while, children are able to remember their actions in symbolic form. Seeing this symbolic process from the perspective of a simultaneous stimulus relationship (stimulus contiguity), namely, the association between stimuli that appear simultaneously.
- c. Motor reproduction process. To reproduce behavior accurately, children must have the necessary motor skills.
- d. Process of reinforcement and motivation. The implementation of the response is governed by reinforcement and other motivational variables. In one part, children can only imitate other people if they feel they are rewarded by their actions. The implementation of the response is also influenced by vicarious reinforcement, namely, the consequences associated with the model's actions.

Based on the above discussion, it can be concluded that early childhood attitude development is a series of activities carried out to empower early childhood to have an effective reaction to a stimulus or situation at hand, which is obtained through paying attention, imitating, and imitating.

The influence of attitude toward behavior (attitude) of spiritual-based integrative holistic ECD on prevention of stunting

Attitude is an effective reaction to a stimulus or situation at hand. From the analysis, it was found that the spiritual-based PAUD HI attitude toward preventing stunting has increased after training.

According to Taylor, religion is "That dimension of human experience engaged with sacred norms, which are related to transformative forces and powers and which people consider to be beneficent and/or meaningful in some ultimate way." Based on Taylor's explanation, it can be seen that religion as a dimension of human experience is involved with sacred norms, which are associated with transformative forces and powers that people perceive as meaningful in several main ways [11].

Jalaluddin explains that religious attitude is a condition that exists within a person that encourages him to behave according to his level and obedience to religion. Attitudes are formed through learning outcomes from interactions and experiences. Being

spiritual means having a greater attachment to things that are spiritual or psychological than things that are physical or material. Spirituality is an awakening or self-enlightenment in achieving the purpose and meaning of life. Spirituality is an essential part of a person's overall health and well-being (Widiarti) [12].

According to Fontana and Davic, the definition of spiritual is more difficult than defining religion. Compared with the word religion, psychologists make several definitions of spirituality, basically spiritual has several meanings, apart from the concept of religion, we talk about people's problems with spirit or show spiritual behavior. Most spirits are always associated as personality factors. In essence, spirit is energy both physically and psychologically [13].

Ahmad Susanto reveals that moral barasal from the Latin word *mos* (*moris*), which means customs, habits, rules/values, or ways of life. These moral values are like a call to do good to others, maintain order and security, maintain cleanliness, and protect the rights of others. A person can be said to be moral, if the person's behavior is in accordance with the moral values upheld by his social group [14].

In Oladipo, "Moral is defined as right conduct not only in our immediate social relations but also in our dealings with our fellow citizens and with the whole of human race." Oladipo tries to explain that moral is defined as appropriate behavior not only in direct social relations but also in relationships with fellow citizens and with all humanity [15].

Brooks states that moral behavior is things that reflect ideal behavior, values, and standards in society [16]. Also explains that moral behavior means behavior that is in accordance with the moral code of a social group, namely, behavior rules that have become habits for members of a culture and which determine the expected behavior patterns of all group members. states that in studying moral attitudes, there are four main points, namely: (Ni'mah, 2016) [17], (a) learns what the social group expects from its members as stated in the laws, customs, and regulations, (b) develops a conscience, (c) learns to experience feelings of guilt over shame when individual behavior does not match the group's expectations, and (d) has the opportunity to interact social to learn what group members expect.

Based on the explanation above, it can be concluded that religious and moral attitudes are a condition in a person that encourages him to behave in accordance with the expectations of religion and all group members. Religious and moral attitudes are very important, which are integrated into each other in life because they are efforts to develop the desire to do the right thing, act for the common good, and avoid wrong.

Stunting is a condition in children under five who fail to thrive due to chronic malnutrition and for a long time, so that the children become too short of their age. Toddlers who have body length (PB/U) or height

(TB/U) according to their age are compared with the 2006 WHO-MGRS (Multicenter Growth Reference Study) standard, the results will be in the form of short or stunted and severely stunted children [10].

The Ministry of Health (Kemenkes) of the Republic of Indonesia defines stunting as children under five whose z-score is $<-2SD$ /standard deviation means stunted and $<-3SD$ means severely stunted (National Team for the Acceleration of Poverty Reduction, 2017). Based on several studies that have been reviewed, it was found that the factors related to and/or influencing the occurrence of stunting in under five and under five include: Mother's education, family income, maternal knowledge about nutrition, exclusive breastfeeding in the first 6 months, age of complementary feeding, age factor, type of consumption, attendance rate at posyandu, frequency of illness and duration of illness, adequacy of zinc and iron, adequacy of Vitamin A, history of infectious disease, birth length of babies, and genetic factors [18], [19], [20].

Adequacy of zinc intake has a large enough proportion in influencing the incidence of stunting in children under 2 years of age or under [21]. Thus, the factors that trigger stunts vary widely, from the time the child is still in a conception to the time when the child is born. Similar risk factors are also shown from several studies on baduta and toddlers in various regions in Indonesia such as Bali, Yogyakarta, Purwakarta, Nusa Tenggara, West, Semarang, Aceh, Sulawesi, Depok, Manado, and so on [3], [18], [22], [23], [24], [25], [26], [27], [28].

If we look closely, the occurrence of stunting in the distribution of these areas does not only occur in areas with geographic conditions that have difficult access to health services and clean water but also in areas where access to health services and clean water is not problematic. Thus, the potential for stunting can occur anywhere. Therefore, in addition to efforts to overcome stunting under five, it is also necessary to anticipate it regularly and continuously.

The influence of spiritual-based integrative holistic ECD subjective norms on stunting prevention (principles of early childhood curriculum development)

The Influence of Subjective Norms, namely, support by others or norms, whether written or not norms that apply and are recognized in the school environment and parents in the implementation of Spiritual HI ECD Support can be obtained from teachers, parents, and community. From this analysis, it was found that there were differences in attitudes, both pre-test and post-test. Understanding of attitudes in the implementation of spiritual-based HI ECD toward preventing stunting has increased after being given training.

The provision of educational services for early childhood, of course, cannot be equated with

the provision of educational services for school-age children. Likewise, the curriculum is used as a guide in developing programs for daily learning activities. Curriculum and lesson planning for early childhood are the same as the diet. Serving a food menu must have a complete and balanced nutritional content. Likewise, the curriculum is prepared to provide services for early childhood. Therefore, in developing an operational curriculum for early childhood, it is necessary to pay attention to the principles of PAUD curriculum development. The principles of PAUD curriculum development have been mentioned in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 146 Taun 2014 concerning 2013 PAUD Curriculum attachment III. These principles consist of 10 points, including: (1) Child centered, (2) contextual, (3) integrated and continuous, (4) the formation of a child's spiritual and social attitudes as a whole, (5) according to the level of development children, (6) consider children's learning methods, (7) holistic integrative, (8) use a learning approach through play, (9) provide learning experiences according to the times, and (10) pay attention to the sociocultural characteristics of children [17].

Among the 10 principles, there is a principle that includes integration between all aspects and includes several services for early childhood. Some of these services are summarized in a principle called holistic integrative. The curriculum that applies the holistic integrative principle can also be said to be child-friendly PAUD implementing an integrative holistic program in early childhood education institutions without discrimination [15].

The influence of perceived behavior control on spiritual-based holistic integrative PAUD on the prevention of stunting (integrative holistic-based PAUD)

Perceived behavior control is the perception of teachers and parents about the ease or difficulty of implementing spiritual HI ECD (intention to display a behavior). From the results of the analysis, it was found that there were differences in both the pre-test and post-test. There was an increase in the perception after the spiritual-based HI ECD training was carried out on stunting prevention.

Early Childhood Education (PAUD) which is based on Integrative Holistic principles means that PAUD provides services to students in at least five dimensions. The dimensions of Integrative Holistic services (HI) in early childhood education include stimulation of education, care, health, nutrition, and protection [3], [8], [9]. The five dimensions are expected to be fully implemented, earnest, and continuous [15].

In applying the principles of spiritual-based HI services in PAUD, neither the PAUD head nor the teacher can work alone. Therefore, PAUD institutions must make

partnerships with parents and other institutions so that activities planned in all these dimensions can be carried out optimally. Partner collaboration can be carried out with health workers, puskesmas, posyandu, clinics, psychologists, counselors, nutritionists, etc. Partnership cooperation is of course tailored to service needs. Partners can be presented or also referred students.

The influence of community intention in the implementation of spiritual-based integrative holistic PAUD on stunting prevention (PAUD involvement in stunting prevention)

The partnership of the PAUD Unit with parents and other relevant agencies will greatly support the success of the objectives of program implementation. Especially in matters that are closely related to efforts to reduce stunting rates in children under five and anticipating it. From the results of the analysis, it was found that there were differences in both the pre-test and post-test, this indicated that the intention or intention to implement spiritual-based HI ECD toward stunting prevention increased after the training was carried out.

The PAUD Unit is an education level that has a variety of service programs, including: TPA (Child Care Park)/Daycare, KB (Play Group)/Playgroup, Kindergarten (Kindergarten), and so on. All of these programs are services that make it possible to receive services for children from birth to 6 years. Therefore, PAUD has an important role in contributing to anticipating and reducing stunting rates in children under five. The role and involvement of early childhood education in dealing with the phenomenon of stunting in children in Indonesia can be done through the optimal implementation of the Holistic Integrative (HI)-based ECD. In the health and nutrition service dimension in the HI program, the PAUD Unit requires partnerships with various partners, one of which is the closest medical personnel. Programs that can generally be carried out in this dimension vary. In the health service dimension, the PAUD Unit can carry out the habit of washing hands with running water and according to the 7-step hand washing procedure. In addition, keeping the environment and play equipment clean and healthy is part of this dimension. The provision of appropriate immunization can be carried out in collaboration with midwives at the nearest posyandu, health center, or clinic. In addition, PAUD Units can also hold screening tests at the beginning of entry or at the beginning of the school year and routinely weigh weight, height, head circumference, and circumference. This is done as an effort to detect early growth and development, which is one of the components needed in compiling the curriculum [17].

If the results show a problem, the teacher can sit down with the parents to discuss how to solve it. If needed, it can be immediately referred to the expert

so that immediately get the right intervention. In the dimension of care, PAUD Units can organize parenting education programs for parents/guardians regularly and periodically with topics tailored to the needs. Topics discussed with parents can be in the form of health, nutrition, educational stimulation, and protection for children. Partnerships with families and communities as part of an education trip center will also be able to fully support the implementation of HI programs. The HI program is also in line with the program of the Ministry of Education and Culture of the Directorate of Family Education regarding family involvement in education, because families are the first and foremost educators [6].

All of these programs must be implemented systematically from planning, implementation, monitoring, and evaluation, to reporting to related parties.

Conclusions and Recommendations

Conclusion

Based on the results of the discussion above, it can be concluded that PAUD Units have an important role in the success of anticipating and reducing stunting rates in children under five and under five in Indonesia. The form of PAUD involvement in this effort is to optimize the implementation of the spiritual-based Integrative Holistic PAUD program. Optimization in the application of the holistic integrative spiritual-based early childhood program can be recommended for all PAUD services. The hope is that by optimizing Integrative Holistic PAUD services, PAUD can contribute to efforts to anticipate and reduce stunting rates in Indonesia.

Recommendation

Government and community support in implementing spiritual-based Integrative Holistic PAUD is expected to prevent an increase in the incidence of stunting.

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