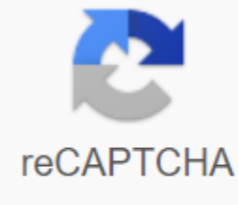




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The aim of the integrative holistic PAUD as a whole is to maintain holistic and integrative services for the development of young children towards healthy, intelligent, fun and noble Indonesian children; while, in particular, are: (1) integrative terpeneso-istrisitics of the basic needs of early childhood; (2) Protect children from all forms of violence, abuse, abuse and exploitation wherever the child is; 3) comprehensive and harmonious implementation of pre-school education services between the relevant institutions to provide services in accordance with regional conditions; and (4) the commitment of all related elements, namely parents, families, communities, governments and local governments, to the implementation of the HOLISTIC INTEGRATIVE PAUD, conducted simultaneously, systematically, thoroughly, comprehensively and continuously to support optimal growth in order to realize healthy, intelligent and distinctive children as the next generation of quality and competitive. According to the doctor. Fasil, the development of an integrative holistic PAUD is also aimed at creating an integrative 5 pillars of children's rights. Starting with the child's right to terholistic integratvndar from the disease, as well as the rights of terpengolistic integrative nutritional adequacy in order to explore and develop the ability of his brain to the maximum. In addition, the child should also be stimulated as early as possible, given good care, and the right to protection from physical and psychological abuse. This integrative holistic service paud includes character development, development of aspects in the field of religion and morality, rough and smooth motor, cognitive, and language and socio-emotional. This method also emphasizes health and nutrition services as well as stimulation. In addition, suspension services have the concept of family and community programmes. Introduction of lintegrative Holistic PAUD Services in PAUD Unit 1. Educational Services Educational Services as the primary service held in the powd units for the development of various potential children, which include religious and moral values, physical-motor, cognitive, linguistic, socio-emotional and arts. The implementation of educational services relates to the national standards of suspension, the PAUD curriculum of 2013 and other references issued by the Ministry of Education and Culture. 2. Health, Nutrition and Care Services A. Health, Nutrition and Care Services in the Powdy Unit are becoming part of the PAUD Unit Level Curriculum training programme implemented as part of routine efforts to provide medical personnel with the means to perform early growth detection (DTC)/ Stimulation Growth Detection (SDIDTK), improved nutrition, such as vitamin A administration, immunization, eye, ear and mouth health examinations. Coordination or request request community leaders integrative/Holistic Viewer/IGTKI/ if they need help to expand the affiliate network, including if it requires resource individuals or other facilities. 3. Parental services in the PAUD division are carried out in collaboration with parents as part of a child-rearing programme filled with activities: a. KPO (Parent Group), such as counseling, discussion, modelling, workshop on child growth and development, introduction of healthy local food, addictive holistic integrative and healthy behavior (PHBS), fight against kekaching, use of iodine salts, and prevention of other diseases. B. Consultations between teachers and parents are related to the growth and development of the child. C. Parental participation in the classroom, for example, helps to organize the gaming environment, create educational media, become a professional model in accordance with the topic of learning. D. Parental participation in providing a joint nutrition program, in turn, is in line with the recommendations of nutritionists to provide a balanced nutrition menu. E. Parental participation outside the classroom, for example, becomes a fielding committee and provides PMT. F. Activities with a family of 4. Child protection services must be part of the Agency Mission, which means that all children in the PAUD Division must be protected from physical violence and non-aphast violence, in particular: a. Provide the environment, tools and play materials that children use in safe, comfortable and enjoyable environments. B. Make sure that no child is subjected to bullying or physical abuse or speech by friends, teachers or other adults in the PAUD unit. C. Bring the child body parts that can be touched and should not be touched. D. Teaching a child to be able to help themselves when they are treated uncomfortable, such as asking for help or integrative from the spot and perceived danger. E. All areas in the PAUD unit are within reach of teacher supervision. F. All children receive the same attention depending on their needs and conditions. G. Make sure that all teachers are used to being friendly, respectful, loving and caring to all children, not stomping or marking things to the child. H. Strengthening the situation in the PAUD Unit area is full of hospitality, courtesy and mutual love. J. Make sure that when a child returns to school in a safe position (there are accompanying adults) j. Deal immediately when the child has an accident that occurs at the PAUD Institute. 5. Social Security service of social services means that the spider unit pays attention to every child who has a tertenucholic and integrative basic needs, namely confidence in identity, physical needs and spiritual Spiritual. 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