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Optimizing Integrative Holistic Early Childhood Development in Mimika Baru Sub-district: An IFAS and EFAS Analysis

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Abstract

This study investigates the implementation of Integrative Holistic Early Childhood Development (IHECD) in Mimika Baru Sub-district, focusing on four kindergartens: TK Negeri 1 Mimika, TK Kartika VI-31, TK Advent Timika, and TK Ceria Cerdas. Utilizing IFAS (Internal Strategic Factor Analysis Summary) and EFAS (External Strategic Factor Analysis Summary), the research aims to evaluate the current conditions and recommend strategies for optimizing IHECD. An evaluative study method was employed, involving questionnaires and focus group discussions to gather data on internal factors such as leadership, educator quality, and infrastructure, as well as external factors including government support and community involvement. The findings reveal that all institutions have more strengths than weaknesses and more opportunities than threats, placing them in quadrant I of the SWOT matrix, which indicates strong positions with significant growth potential. Despite these strengths, challenges such as inadequate infrastructure and insufficient health and safety measures were identified. The study underscores the need for tailored strategies to address these issues, suggesting that policymakers and stakeholders enhance support and resources to improve IHECD implementation. By focusing on strengthening internal capabilities and leveraging external opportunities, the overall quality of early childhood development services can be elevated, contributing to better educational outcomes and human resource development in the region. Furthermore, the research recommends a growth strategy for these institutions to maximize their strengths and opportunities. Future research should explore diverse settings, including rural areas, and consider longitudinal approaches to assess the long-term impact of recommended strategies. This comprehensive approach will ensure that all children in the Mimika Baru Sub-district have access to quality early childhood development services.

Introduction

The importance of early childhood development (ECD) is universally recognized as a cornerstone for societal progress and individual well-being. This critical period, spanning from prenatal stages to six years of age, significantly influences the quality of human resources, necessitating integrated and holistic approaches to ECD (Perpres, 2013). Internationally, the early years are acknowledged as foundational, prompting the establishment of Quality Rating and Improvement Systems (QRIS) to enhance early childhood education and care (Harrison, 2023). This period is vital for the development of cognitive, social, emotional, and behavioral skills, which are largely formed during these early years (Alamoodi et al., 2017). Therefore, providing comprehensive services is essential, as young children possess immense developmental potential (Ummah & Sofarina, 2023). The societal and economic benefits of investing in early childhood education are profound, leading to improved health, educational attainment, and social outcomes, which collectively contribute to the overall advancement of nations (Wood & Neethling, 2024).

Extensive research supports the necessity of holistic ECD services, integrating education, health, nutrition, and care. Effective ECD programs must incorporate interventions across

various sectors to ensure comprehensive child development (Daelmans et al., 2016). Studies highlight that early childhood education not only aids academic success but also benefits overall life outcomes (P. B. Coneway et al., 2018). Research in the East Asia Pacific region demonstrates the positive impact of quality early childhood education on child development, advocating for universal access to such programs (A et al., 2019; Gobena, 2020). The benefits of investing in pre-primary education are evident, enhancing future success for children and contributing to societal advancement (Wood & Neethling, 2024). Additionally, early childhood interventions are crucial in mitigating social inequalities, providing all children with the foundational skills necessary to thrive.

Despite the recognized importance of ECD, implementation gaps persist. While many ECD programs show positive outcomes, few report on their implementation processes, highlighting a significant gap (Aboud & Prado, 2018). In Indonesia, the integration of holistic ECD services is not uniformly adopted, with significant variability across regions (Kemenko, 2021; A. S. Putri, 2020). The heterogeneity of Indonesia's educational landscape, driven by diverse cultural and geographical factors, complicates uniform implementation (Sukmayadi & Yahya, 2020). Regional disparities are evident, with some areas showing suboptimal engagement with holistic ECD programs (Hajati, 2018), while others demonstrate effective practices (Netriwinda et al., 2022; Rupnidah et al., 2022). This variability underscores the need for tailored strategies that address specific local challenges and leverage regional strengths to optimize ECD program outcomes.

Nutrition and health services are critical components of ECD, addressing issues such as malnutrition, which is a leading cause of child morbidity and mortality (Ratib et al., 2023). Regulatory standards for nutritional care, as seen in New Zealand's early childhood services, are essential for ensuring child health (Gerritsen et al., 2016). Maternal knowledge about nutrition significantly impacts child health outcomes, necessitating educational interventions for parents. Vaccination and obesity prevention are also crucial for early childhood health, contributing to overall developmental and academic success (Hill, 2019; Pearce et al., 2016). Furthermore, addressing mental health from an early age is essential, given its long-term impact on social, academic, and emotional well-being. The integration of health and nutrition services within ECD programs ensures a holistic approach to child development, fostering resilience and lifelong well-being (Daelmans et al., 2016; Ratib et al., 2023).

Parental involvement and appropriate care practices are essential for fostering positive developmental outcomes in children, emphasizing the need for supportive family environments (Hallam, 2016; Zhang et al., 2022). In the digital era, challenges such as gadget addiction and lack of family interaction can hinder children's development, necessitating comprehensive parenting support. ECD services must be provided comprehensively, addressing all aspects of a child's growth and development (Fatyass, 2019). Evaluating the implementation of holistic integrative ECD services through SWOT analysis can provide strategic insights to enhance these programs (Igliński, 2019; Kolesnyk, 2021). The role of parents in early childhood is pivotal, as they are primary caregivers and educators, directly influencing the child's developmental trajectory (Hallam, 2016). Effective parenting practices, combined with robust ECD programs, create an environment conducive to optimal child development (Zhang et al., 2022).

Current research indicates a lack of detailed analysis on the implementation processes of holistic ECD programs. Many studies focus on the outcomes without thoroughly examining the methods and challenges involved (Aboud & Prado, 2018). In Indonesia, only a limited number of early childhood institutions implement holistic integrative ECD services, with significant disparities between regions (Kemenko, 2021). The geographical and cultural diversity of Indonesia further complicates uniform implementation, resulting in varied levels of program optimization (Sukmayadi & Yahya, 2020). Addressing these gaps through comprehensive analysis is crucial for enhancing the effectiveness of ECD services nationwide. The study of implementation processes, including the strengths and weaknesses of existing programs,

provides valuable insights for improving ECD services and ensuring they meet the diverse needs of children across different regions (Nisak, 2013; Usbulut, 2021).

This study aims to fill the identified gaps by conducting a SWOT analysis of the implementation of holistic integrative ECD services in Mimika Baru Sub-district, Central Papua Province. The research focuses on assessing the strengths, weaknesses, opportunities, and threats associated with the current implementation practices (Nisak, 2013). By providing strategic recommendations, the study seeks to improve the effectiveness and reach of ECD programs, contributing to the broader field of early childhood development (Devitt et al., 2016; Kuzu, 2020; Valentin, 2016). The insights gained will support efforts to provide comprehensive, high-quality early childhood services, ultimately benefiting children, families, and society at large (Mohebi & ElSayary, 2022; Quezada et al., 2019; Topuz et al., 2021). This research will contribute to the body of knowledge on ECD implementation, offering practical solutions to enhance the quality and accessibility of early childhood services in diverse settings (Igliński, 2019; Kolesnyk, 2021).

Methods

This research method is an evaluative study aimed at measuring the success of a specific program, product, or activity (Miranti et al., 2021). Evaluative research assesses an activity or program to measure its success and determine whether it meets expectations (Kantun, 2017). The technique for selecting research subjects uses purposive sampling, meaning they are chosen based on certain considerations and objectives (Adhimah, 2020). The criteria for research subjects are those involved in the activities being studied and who understand relevant information. The selection process involves identifying key stakeholders with extensive knowledge and direct involvement, providing valuable insights into the program's success and challenges. The research criteria include kindergartens in Mimika Baru District, Mimika Regency, Central Papua Province, kindergartens representing areas according to cardinal directions from the city center, and having a minimum accreditation score of B. Based on these criteria, the research locations are TK Negeri 1 Mimika, TK Kartika VI-3, TK Advent Timika, and TK Ceria Smart. Although there are only 4 school principals as subjects, they were selected due to their comprehensive understanding and direct involvement in the evaluated activities, ensuring their insights are highly representative of the broader context.

Data collection techniques include observation, interviews, documentation, literature studies (I. G. A. V. W. Putri & Nurita, 2021), and questionnaires (Cln, 2013). Additionally, focus group discussions (FGD) with school principals were conducted to collect more in-depth data on recommended strategies. The data analysis technique includes IFAS and EFAS analysis as part of the SWOT analysis method. The analysis begins with identifying the strengths, weaknesses, opportunities, and threats faced by early childhood education institutions, followed by assigning weights to each factor based on their importance, ranging from 1.0 to 0.0. Each factor is then scored based on its impact, using a scale from 4 to 1. The total score is calculated by multiplying the weight by the score, and the weighted scores are entered into a SWOT matrix to visually represent the internal and external strategic factors. Quantitative analysis uses a Likert scale to assess questionnaire responses, with the scale being: 5 for strongly agree, 4 for agree, 3 for somewhat agree, 2 for disagree, and 1 for strongly disagree (Widagdo et al., 2021).

Result

The condition for implementing Integrative Holistic Early Childhood Development in Mimika Baru District, begin with looking at the results of a questionnaire using a Likert scale. The questionnaire consists of 82 internal factor items and 17 external factor items. In general, internal factors include leadership in implementing Integrative Holistic Early Childhood Development, educators and education staff, finances, the image of the kindergarten institution regarding the implementation of Integrative Holistic Early Childhood Development, and infrastructure. External factors include the availability of regulations regarding Integrative

Holistic Early Childhood Development, government support, Community Health Centers, the community including parents, the business world and the industrial world. This was adopted from (Munafiah, 2020) and Practical Guide to Child Development Integrative Holistic Early Age (PAUD-HI) in PAUD Units, Ministry of Education and Culture, Directorate General of PAUD, Dikdasmen, 2021.

Furthermore, respondents' answers were categorized into four groups: strengths (S), weaknesses (W), opportunities (O), and threats (T). The criteria for categorization were based on research instruments adopted from (Munafiah, 2020). The table below shows the SWOT grouping criteria:

Table 1. SWOT Grouping Criteria

Score	Answer	Group
1	Strongly disagree	Weakness (W) / Threat (T)
2	Disagree	Weakness (W) / Threat (T)
3	Less than agree	Weakness (W) / Threat (T)
4	Agree	Strength (S) / Opportunity (O)
5	Strongly agree	Strength (S) / Opportunity (O)

Internal factors (IFAS) and external factors (EFAS) were analyzed using the SWOT matrix (Nisak, 2013). The following table illustrates the analysis of these factors:

Table 2. SWOT Matrix Analysis of Strategic Factors

Strategy Factors	Points	Rating	Points x Rating	Remarks
External Strategy Factors (EFAS)				
Opportunity	x	x	x	x
Total	x	x	x	x
Threat	x	x	x	x
Total	x	x	x	x
Overall Total (EFAS)	x	x	x	x
Internal Strategy Factors (IFAS)				
Strength	x	x	x	x
Total	x	x	x	x
Weakness	x	x	x	x
Total	x	x	x	x
Overall Total (IFAS)	x	x	x	x

The SWOT matrix can produce four sets of possible strategic alternatives (Yani et al., 2018), which are depicted in the following SWOT matrix diagram:

Table 3. SWOT Matrix

EFAS \ IFAS	Strengths (S)	Weaknesses (W)
Opportunities (O)	**Strategy (SO):** Create strategies that leverage strengths to take advantage of opportunities	**Strategy (WO):** Create strategies that minimize weaknesses to take advantage of opportunities
Threats (T)	**Strategy (ST):** Create strategies that use strengths to overcome threats	**Strategy (WT):** Create defensive strategies that minimize weaknesses and avoid threats

3.1. Analysis of Internal Factors in Kindergartens

Based on the results of the questionnaire analysis, the internal factor scores, including strengths (S) and weaknesses (W) for each kindergarten, were evaluated. TK Negeri 1 Mimika demonstrated 81 strength items with an average score of 3.82 and had only 1 weakness item with a score of 2.00. Similarly, TK Kartika VI-31 had 81 strength items with a slightly higher average score of 3.92 and only 1 weakness item scoring 1.00. TK Advent Timika, on the other hand, presented 77 strength items with a lower average score of 3.55 and had 5 weakness items,

each scoring 2.00. Meanwhile, TK Ceria Cerdas showed 74 strength items with the highest average score of 3.93 but had 8 weakness items with a score of 2.17.

Table 4. Strengths (S) and Weaknesses (W) Scores of Four Institutions

No	Institution Name	Strengths (S) Score	Weaknesses (W) Score	Total Score
1	TK Negeri 1 Mimika	3.82	2.00	1.82
2	TK Kartika VI-31	3.92	1.00	2.92
3	TK Advent Timika	3.55	2.00	1.55
4	TK Ceria Cerdas	3.93	2.17	1.76

An institution is categorized as having strong internal factors if it achieves a minimum total score of 2.5. Scores below 2.5 indicate weak internal factors (Afifah & Formen, 2023). According to these criteria, the institutions ranked from the strongest to the weakest internal factors are as follows: TK Kartika VI-31, TK Negeri 1 Mimika, TK Ceria Cerdas, and TK Advent Timika.

3.2. Analysis of External Factors in Kindergartens

The following describes the scores of external factors (opportunities/O and threats/T) for each kindergarten. TK Negeri 1 Mimika has 15 opportunity items with a score of 3.65 and 2 threat items with a total score of 0.33. TK Kartika VI-31 has 15 opportunity items with a total score of 4.00 and 2 threat items with a total score of 1.00. TK Advent Timika has 10 opportunity items with a score of 4.00 and 7 threat items with a score of 2.00. TK Ceria Cerdas has 12 opportunity items with a score of 2.00.

Table 5. Opportunities (O) and Threats (T) Scores of Four Institutions

No	Institution Name	Opportunity (O) Score	Threat (T) Score	Total Score
1	TK Negeri 1 Mimika	3.65	0.33	3.32
2	TK Kartika VI-31	4.00	1.00	3.00
3	TK Advent Timika	4.00	2.00	2.00
4	TK Ceria Cerdas	3.79	2.00	1.79

External factors are categorized as strong if the total score is at least 2.5. If the score is less than 2.5, then the external factors are categorized as weak (Afifah & Formen, 2023). In order, the institutions with the strongest to weakest external factors are TK Negeri 1 Mimika, TK Kartika VI-31, TK Advent Timika, and TK Ceria Cerdas.

TK Negeri 1 Mimika and TK Kartika VI-31 have strengths in terms of leadership, teaching staff, and staff skilled in implementing Holistic Integrative Early Childhood Development, as well as adequate finances and infrastructure. TK Negeri 1 Mimika has the lowest threat score, indicating that they are in a more stable external environment. Both kindergartens have good strength in implementing the program, although there are infrastructure weaknesses such as the absence of fire hydrants. This shows that with some improvements in certain aspects, these two kindergartens can further enhance the effectiveness of their programs.

On the other hand, TK Advent Timika and TK Ceria Cerdas face greater challenges. TK Advent Timika records a fairly high threat score due to the lack of first aid kits, suboptimal first aid services, and a lack of agreement on parenting services. This shows that although they have high opportunities, the external threats they face are quite significant, requiring improvements in these aspects. The need for adequate safety and health equipment becomes very important to reduce these threats. Additionally, strengthening agreements on parenting services can have a significantly positive impact on the quality of services provided.

TK Ceria Cerdas also faces high threats due to the lack of early growth and development detection tools and insufficient technology support such as Wi-Fi. Support from the business world and industry has not been fully utilized in all kindergartens, which increases their threat scores. Therefore, all kindergartens need to increase funding and program monitoring and optimize support from the business world and industry to reduce external threats and enhance

the effectiveness of the Holistic Integrative Early Childhood Development program. It is also important for TK Ceria Cerdas to improve communication between the school and parents, either through digital media or more structured face-to-face meetings, to increase participation and support from parents.

3.3. Quadrant Positions of SWOT Analysis

The results of analyzing internal and external factors can determine the quadrant position of the institution, as in a journal (Septiani, 2022), about the four quadrant positions of SWOT analysis:
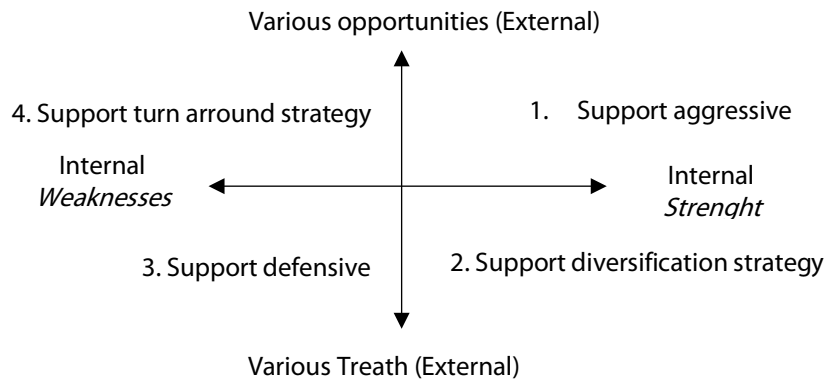

Figure 1. SWOT Analysis Chart

SO (Strength-Opportunities) Strategy This strategy is made based on the company's way of thinking, namely by utilizing all strengths to seize and take advantage of the maximum opportunities. ST (Strengths-Threats) strategy is a strategy of using the strengths of the company to overcome threats. WT Strategy (Weaknesses- Threats) This strategy is based on defensive activities and tries to minimize existing weaknesses and avoid threats WO Strategy (Weaknesses- Opportunities) This strategy is implemented based on the use of existing opportunities by minimizing existing weaknesses. (Nisak, 2013).

Next, in this research, based on the IFAS and EFAS analysis, the quadrant position is determined, with internal factors as the X coordinate and external factors are Y coordinate (Yuliana, 2013). The coordinates of the kindergartens are as follows: TK Negeri 1 Mimika (1,82, 3,32), TK Kartika VI-31 (2,92, 3,00), TK Advent Timika (1,55, 2,00), and TK Ceria Cerdas (1,76, 1,79). Thus, all four kindergarten institutions are positioned in quadrant I, as shown in the following figure:
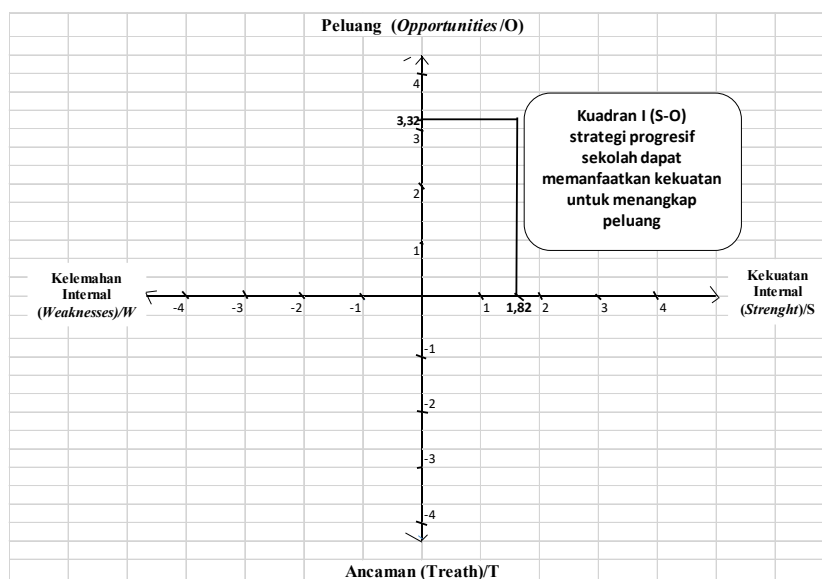

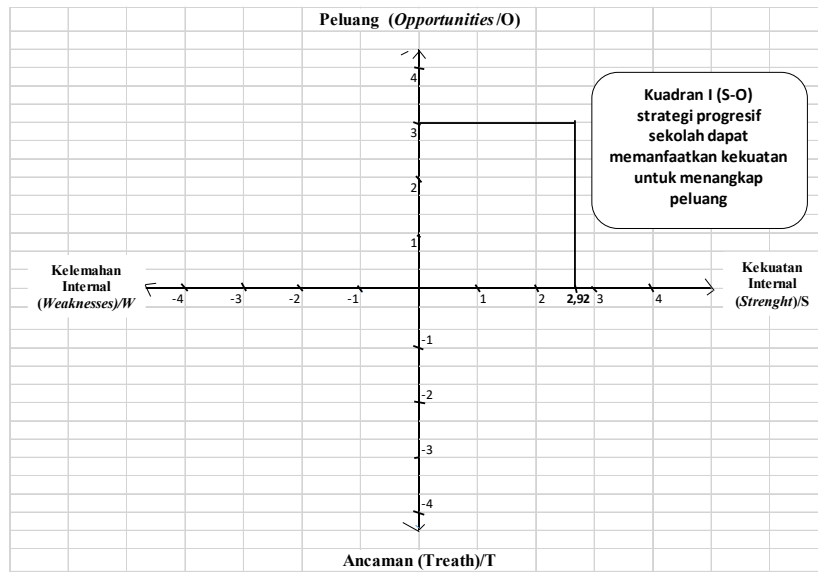Figure 2. Quadran positions of kindergarten institutions TK Negeri I Mimika

Figure 3. Quadran positions of kindergarten institutions TK Kartika VI-31
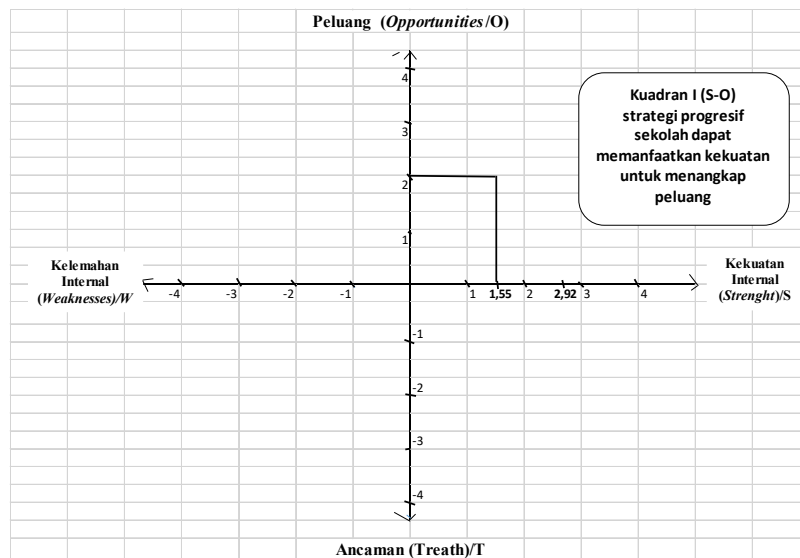

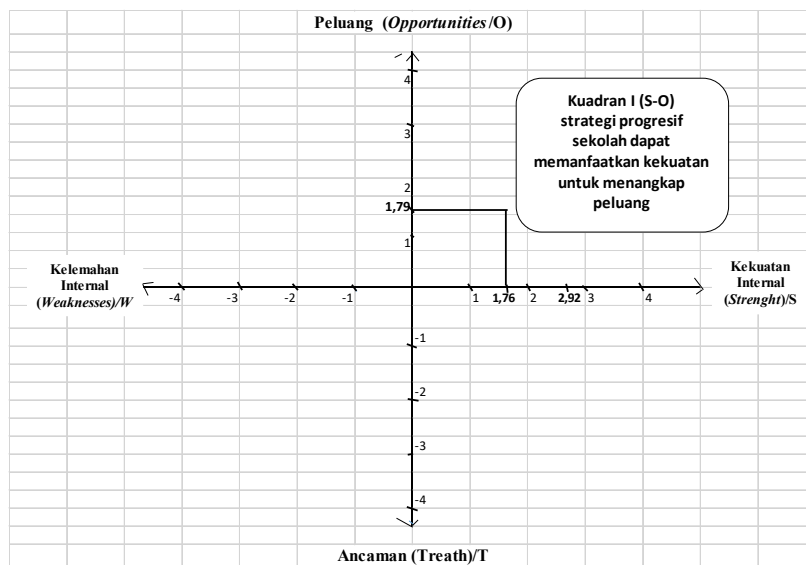Figure 4. Quadran positions of kindergarten institutions TK Advent Timika

Figure 5. Quadran positions of kindergarten institutions TK Ceria Cerdas

The school's position is in quadrant I (S-O). This means that the school's position is strong (stable) and has opportunities (Afifah & Formen, 2023), even though the institution's internal and external strengths are categorized as weak.

After the results of the research through questionnaires were collected and found the position of the four institutions in quadrant I, it was continued with a focused discussion (Focus Group Discussion) with the principal of each institution. The results of the discussion revealed strengths and weaknesses, opportunities and challenges (threats) more clearly, as explained above.

Discussion

The conditions and strategies for implementing Integrative Holistic Early Childhood Development (IHECD) in Mimika Baru Sub-district were thoroughly examined, focusing on how internal and external factors influence its success. Early childhood development (ECD) is recognized globally as a critical period for forming essential cognitive, social, emotional, and behavioral skills (Alamoodi et al., 2017; Daelmans et al., 2016). The Indonesian government underscores the significance of ECD, emphasizing that the quality of early childhood growth and development is a pivotal factor in shaping the nation's human resources (Perpres, 2013). Consequently, delivering holistic services that encompass education, health, nutrition, and care is deemed crucial for fostering optimal child development (Gobena, 2020; Munafiah, 2020). This comprehensive approach aims to ensure that children receive the necessary support to thrive during their formative years, laying a solid foundation for future success.

The study's findings revealed that all four kindergartens in Mimika Baru Sub-district, despite differing in total SWOT scores, were positioned in quadrant I (Strengths-Opportunities). This indicates strong internal factors and favorable external conditions for the effective implementation of IHECD (Munafiah, 2020). Specifically, TK Negeri 1 Mimika and TK Kartika VI-31 demonstrated higher scores, reflecting robust leadership, skilled educators, and supportive infrastructure (Afifah & Formen, 2023). These institutions benefit from a well-coordinated effort among staff and the availability of resources, which are critical for holistic development. In contrast, TK Advent Timika and TK Ceria Cerdas had lower scores, highlighting the presence of significant external threats such as insufficient health and safety equipment (Miranti et al., 2021). The disparity in scores underscores the varying levels of readiness and capacity among these institutions to implement IHECD effectively.

The alignment of these findings with earlier research underscores a recurring trend: institutions with strong internal strengths and external opportunities typically adopt an aggressive growth strategy, positioning themselves in quadrant I (Pereira et al., 2013; Sujoko, 2017). For instance, studies conducted in West Sumatra indicated that well-supported early childhood institutions were particularly effective in implementing holistic programs (Netriwinda et al., 2022). This success is attributed to comprehensive community support and government initiatives that bolster the institutions' capacities. On the contrary, some regions, such as West Sulawesi, demonstrated limited success in expanding educational opportunities and addressing fundamental needs, which is analogous to the challenges faced by lower-scoring institutions in the current study (Hajati, 2018). These discrepancies highlight the influence of regional support systems and resources on the effectiveness of ECD programs.

Moreover, certain studies have yielded divergent outcomes, reflecting the variability in institutional contexts. For example, a private high school in Tangerang and a radio station in Salatiga were positioned in quadrant IV, suggesting a need for defensive strategies to manage significant threats (Aji, 2018; Yusuf & Utomo, 2015). Similar variability was observed in the tourism sector of Yogyakarta's Merapi Slope, where some villages were positioned in quadrant I, while others faced notable threats (Purwohandoyo et al., 2017). This diversity in findings emphasizes the necessity for tailored strategies that address specific contextual challenges and capitalize on unique strengths. The contrasting results from different sectors underscore the

importance of a nuanced approach in applying SWOT analysis, as each context presents distinct internal and external factors that must be considered (Adeleke et al., 2021).

The strong positioning of TK Negeri 1 Mimika and TK Kartika VI-31 can be attributed to their effective leadership, skilled staff, and adequate financial and infrastructural support. These factors are crucial for the successful implementation of IHECD, as they ensure a conducive environment for comprehensive child development (B. Coneway et al., 2018; Perpres, 2013). The availability of trained educators and sufficient resources allows these institutions to provide a high quality of care and education, which is essential for fostering children's holistic development. Conversely, the lower scores of TK Advent Timika and TK Ceria Cerdas highlight the impact of inadequate health and safety resources, underscoring the need for improved infrastructure and support systems (Afifah & Formen, 2023). These findings suggest that addressing these deficiencies could significantly enhance the effectiveness of IHECD implementation in these institutions.

The differences in SWOT scores among the kindergartens suggest varying levels of readiness and capacity to implement IHECD effectively. Institutions with higher scores benefit from better community and governmental support, which facilitates program implementation (Munafiah, 2020). In these contexts, strong leadership and effective resource management play pivotal roles in leveraging opportunities and mitigating potential threats. In contrast, those with lower scores need to address specific weaknesses and threats, such as enhancing safety measures and increasing parental involvement, to improve their overall effectiveness (Munafiah, 2020). Targeted interventions that focus on these areas are crucial for these institutions to progress towards achieving a higher standard of early childhood development.

The study highlights the necessity of developing tailored strategies to enhance IHECD implementation across different contexts. Institutions positioned in quadrant I should focus on leveraging their strengths to capitalize on available opportunities, which includes enhancing teacher training and infrastructure development (Septiani, 2022; Yani et al., 2018). For institutions facing significant threats, targeted interventions are essential to mitigate these challenges and support holistic child development. This involves increasing funding, improving safety measures, and fostering stronger community and parental engagement (Aji, 2018; Purwohandoyo et al., 2017). By addressing these areas, policymakers and stakeholders can ensure that all institutions are equipped to provide high-quality early childhood education and care.

The research underscores the need for context-specific strategies to support IHECD implementation in Mimika Baru Sub-district. The varying SWOT scores among the kindergartens indicate that while some institutions are well-positioned for growth, others require targeted support to overcome significant threats. Policymakers and stakeholders should focus on enhancing internal strengths and external opportunities through comprehensive support and resource allocation. This approach will ensure that all children in the sub-district have access to quality early childhood development services, ultimately contributing to improved human resource development in the region (Gobena, 2020). By adopting a holistic and strategic approach, the implementation of IHECD can be optimized, fostering better outcomes for children and the broader community.

Conclusion

This research determined the conditions for implementing Integrative Holistic Early Childhood Development (IHECD) in Mimika Baru Sub-district, highlighting that current conditions are suboptimal across education, nutrition, health, care, nurturing, protection, and welfare, though all kindergartens show strong potential with opportunities for maximization. The findings suggest that context-specific strategies are essential for enhancing IHECD, requiring policymakers and stakeholders to provide comprehensive support and resources to ensure equitable access to quality early childhood development services, thereby contributing to human resource development in the region. However, the study was limited to urban

kindergartens, which may not fully represent conditions in rural or remote areas, and the reliance on questionnaire data introduces some subjectivity. Future research should explore IHECD implementation in more diverse settings and conduct longitudinal studies to assess the long-term impact of strategies and interventions, ultimately refining IHECD practices and ensuring all children benefit from holistic early childhood programs.

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