

EVALUATION OF THE INTEGRATIVE HOLISTIC EARLY CHILDHOOD EDUCATION PROTECTION SERVICE PROGRAM IN THE PREVENTION OF CHILD VIOLENCE IN SIDOARJO REGENCY

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EVALUATION OF THE INTEGRATIVE HOLISTIC EARLY CHILDHOOD EDUCATION PROTECTION SERVICE PROGRAM IN THE PREVENTION OF CHILD VIOLENCE IN SIDOARJO REGENCY

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Abstract

The high number of cases of violence against children in Sidoarjo Regency demands the strengthening of protection services in the implementation of Integrative Holistic Early Childhood Education. This study aims to evaluate the protection services of Integrative Holistic PAUD in the prevention of violence against children using the CIPP (Context, Input, Process, Product) evaluation model. The research was carried out with a qualitative descriptive approach through interviews, observations, and documentation at related agencies and three PAUD HI units in Sidoarjo Regency. The results of the study show that in the context, the program already has an adequate regulatory basis, but the understanding of non-violent parenting is uneven. In terms of input, the qualifications of educators are quite good, but training, facilities, and child protection budgets are still limited. In terms of process, socialization and parenting activities have been running, although cross-sector coordination has not been optimal. In terms of products, the program raises awareness of children's rights and creates a safer learning environment, but the impact is uneven. These findings imply the need for strengthening regulations, dedicated funding, ongoing training, and cross-sectoral coordination to make IPR PAUD protection services more effective.

Keywords: Holistic Integrative Early Childhood Education, Child Protection, CIPP Model

1. Introduction

Violence against children is a serious problem that has a long-term impact on children's physical, mental, and social development. Various studies confirm that victims of violence are at risk of experiencing trauma, behavioral problems, and developmental disorders in the future (Rahma Apriliza Hasibuan, Syarifah Balqis, October, 2024). In Indonesia, cases of child violence continue to occur, both in physical, psychological, sexual, and digital forms (Kayowuan Lewoleba & Helmi Fahrozi, 2020). This condition shows that the protection mechanism in the educational and social environment is not optimal, so that children remain in vulnerable situations (Rahmatika, 2021). Violence against children is also found in East Java Province, including Sidoarjo Regency. Low child protection literacy, stigma reporting, and limited support services make cases of violence continue to emerge every year (Prastini, 2024). One of the areas with a high amount of violence is Sidoarjo Regency. Cases of violence against children in the past five years show fluctuations that indicate that there are still challenges in creating a safe environment for children. The distribution of violence cases in each sub-district for the 2020 – 2024 period is presented in the following table.



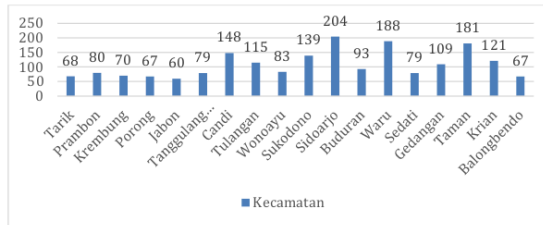
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Table 1. Child Violence Cases in Sidoarjo Regency by District, 2020–2024

Village	2020	2021	2022	2023	2024	Quantity
Tarik	0	1	0	6	1	8
Prambon	3	3	2	1	5	14
Kremlong	1	1	3	2	3	10
Porong	3	4	3	3	5	18
Jabon	1	3	1	2	3	10
Tanggulangin	4	3	5	4	3	19
Candi	11	14	21	19	20	85
Tulangan	8	4	9	9	6	36
Wonoayu	8	7	6	3	3	27
Sukodono	6	7	9	14	14	50
Sidoarjo	29	33	28	38	34	162
Buduran	17	7	7	14	22	67
Sedati	8	2	15	9	9	43
Gedangan	9	10	8	13	10	50
Taman	5	19	16	17	12	69
Krian	1	4	4	13	11	33
Balongsendo	1	0	2	1	7	11

(Source: Symphony of the Ministry of PPA, 2025)

PPA SIMFONI data shows that there is an inequality of cases between sub-districts in the 2020-2024 period, where Sidoarjo Regency recorded the highest number, while Tarik Regency was in the lowest position. This inequality shows differences in child protection capacity, social dynamics, population density, and access to reporting in each region (Octaviani & Nurwati, 2021). Low cases in certain regions do not necessarily indicate safe conditions, but may reflect reporting stigma and limited access to services. The government has established various policies of Law Number 17 of 2016 which tightens sanctions for perpetrators of sexual violence against children (Arifin, 2020). The government also establishes **Integrative Holistic Early Childhood Education** as a strategy to meet the essential needs of children through the integration of **education, health, nutrition, parenting, and protection services** as stated in **Presidential Regulation Number 60 of 2013** (Den Ayu Ligina et al., 2022). PAUD HI demands cross-sector collaboration so that early childhood development can take place comprehensively (Siagian & Adriany, 2020). However, its implementation still faces obstacles in the form of weak coordination, limited resources, and lack of monitoring (Jannah & Setiawan, 2022). Sidoarjo Regency also runs PAUD HI, along with the amount of data for each sub-district institution in Sidoarjo Regency.



Picture 1.

Quantity data on holistic integrative early childhood education units per Sidoarjo Regency

(Source: Ministry of Education and Education, 2025)



The graph shows that Sidoarjo Regency has the highest number of Integrative Holistic PAUD institutions, but the number of institutions is not directly proportional to the decrease in the rate of child violence. In fact, Sidoarjo recorded the highest cases of violence despite having the most institutions. This indicates that the availability of the institution does not automatically reflect the quality of protection services. Previous research also revealed that understanding, coordinating, and evaluating educator programs are still challenges in the implementation of PAUD HI (Wahyuni et al., 2023). Early childhood educators still interpret child protection in a limited way as physical supervision, not the prevention of systemic violence (Suryana, 2022). This strengthens the urgency of evaluation in the implementation of child protection services based on PAUD HI in Sidoarjo Regency PAUD HI research generally focuses on education, parenting, and nutrition aspects, while studies on child protection services, especially in violence prevention, are still limited (Den Ayu Ligina et al., 2022). An educational environment plays an important role in preventing violence if it has a clear and integrated protection mechanism (Rahmatika, 2021). Inequality that is also criticized in a global framework *Nursing Care Framework* by Britto et al. (2017) who assert that the "safety and protection" component is the most often overlooked pillar compared to health and nutrition in early childhood interventions.

International research shows that the prevention of child violence requires a more systemic and structured approach. Specially designed parenting programs can promote positive parenting practices and reduce child abuse practices (Altafim & Linhares, 2025). This condition shows that the implementation of child protection services in Integrative Holistic Early Childhood Education is still not fully in accordance with policy objectives, so an evaluation is needed that is able to see the gap between the realities in the field. These limitations suggest that there are research gaps that need to be addressed through comprehensive evaluation. This study uses the CIPP evaluation model to assess the suitability of the context, inputs, processes, and protection service products run by Integrative Holistic PAUD in Sidoarjo Regency. CIPP model-based evaluations are relevant to ensure alignment between needs, resources, implementation, and program outcomes, especially in early childhood services (Arni et al., 2021). Theoretically, this study contributes by expanding the use of the CIPP model in the evaluation of early childhood protection services, as the model was previously more widely applied in the evaluation of educational programs in general. Practically, the results of the research are expected to be a reference for local governments and early childhood education institutions in strengthening governance, cross-sectoral collaboration, as well as monitoring and evaluation mechanisms so that early childhood protection efforts can run more effectively.

2. Methods

This study uses a descriptive qualitative approach to evaluate the effectiveness of the Integrative Holistic Early Childhood Education Protection Service Program in preventing violence against children in Sidoarjo Regency using the CIPP (Context, Input, Process, Product) evaluation model. The research was conducted at the Education and Culture Office of DP3AKB Sidoarjo Regency, as well as three units of Integrative Holistic Early Childhood Education, namely DWP Mindugading Kindergarten, DWP Magersari Kindergarten, and DWP Sidoarjo



Kindergarten. The selection of informants was carried out by purposive sampling based on direct involvement in the implementation of the program. The number of informants was 14 people, consisting of representatives of related agencies, school principals, PAUD teachers, and parents of students. Data was collected through in-depth interviews, observations, and documentation, utilizing policy documents, program reports, and child abuse case data from SIMFONI PPA. The validity of the data is maintained through triangulation of sources and techniques, by comparing the results of interviews, observations, and documentation from various informants. Data processing is carried out using Miles and Huberman's interactive analysis model which includes data collection, subtraction, presentation, and conclusion drawing (Matthew B. Miles, A. Michael Huberman, 2014).

3. Results and Discussion

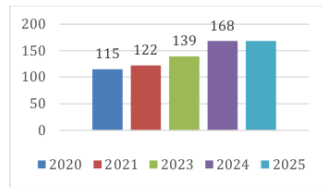
1) Context

The Context Indicators in the CIPP model in the Early Childhood International Relations program are used to evaluate the extent to which the program is aligned with community needs and supported by local policies.

a) Regional Regulations

The implementation of the Integrative Holistic Early Childhood Education Protection Service Program in Sidoarjo Regency is based on Regent Regulation Number 50 of 2016 which regulates the implementation of integrated services between education, health, nutrition, nursing, and early childhood protection. In 2021, the Sidoarjo Regency Government issued a Decree (SK) of the Regent of Sidoarjo on the Establishment of an Integrative Holistic Early Childhood Education Task Force which functions to coordinate the implementation of cross-sector programs.

The establishment of the Integrative Holistic Early Childhood Education Task Force through the Regent's Decree shows the commitment of the local government in strengthening cross-sector coordination for early childhood services. This task force aims to build synergy between the government, education units, and the community. However, its implementation still requires updating the coordination team, continuous socialization, and disseminating information to parents so that the understanding of the program is more evenly distributed. This is reflected in the data of PPA SIMFONI, which shows an increase in the number of cases of violence against children in Sidoarjo Regency.



Picture 2. Number of Child Violence in Sidoarjo Regency
(Source: PPA SYMPHONY, 2025)



The image shows an increase in the number of violence against children in Sidoarjo Regency from 2020 to 2024. This data reflects that child protection policies are still ineffective in reducing the level of violence, due to limited coordination between institutions, such as the Education Office and DP3AKB, as well as the lack of periodic evaluation and assistance. These findings are in line with previous research conducted by (Supriati, Patmaria Krisnova, Marniyati Kurnia, Nurmiah, 2022) who found that **the implementation of Integrative Holistic Early Childhood Education in Balikpapan Kindergarten Cluster 2** also faced similar obstacles, such as poor coordination and limited resources. The policy implication of this finding is the need to strengthen the function of the PAUD HI Task Force as an active coordination forum, not just an administrative structure, as well as increase policy socialization to the community and parents so that the goal of child protection can be understood more equitably. Other findings suggest that the cross-sectoral collaboration that has been established is still formal and not yet fully effective in practice. This is in line with the view that collaborative governance is not enough just to build institutional structures, but requires clarity of roles, capacities of actors, and mutual evaluation mechanisms in order for policies to have a real impact (Annisa & Perfect, 2024).

b) Social and Cultural Conditions

The social and cultural conditions of the community have an important influence on **the implementation of the Integrative Holistic Early Childhood Education Protection Service Program in Sidoarjo Regency**. Social and cultural factors determine the extent to which society understands, accepts, and supports child protection programs in educational units. Support from the community is one of the important elements so that efforts to prevent violence against early childhood can run effectively.

The high participation of parents in parenting activities at DWP Mindugading Kindergarten in 2024, with 32 parents out of 47 students actively participating, or around 68% of students' parents. This high participation supports the school's efforts to create a safe learning environment and reinforce the values of child protection. In an interview with Ifadatus Sarofil, an analyst from the Sidoarjo Regency Women and Children Protection Unit (DP3AKB) revealed this. Although awareness of child protection is increasing, some people still consider abusive behavior between children to be normal, so continuous education for parents is still necessary. Yearshi in Pekanbaru City revealed that the implementation of the early childhood protection program has not been optimal because of the limited role of parents in supporting children's growth and development (Yearshi et al., 2023).

c) The Need for Child Protection Services

The need for child protection services in PAUD units in Sidoarjo Regency is still high. Most schools conveyed the need for technical assistance from the education office and DP3AKB related to handling cases of violence and increasing the capacity of teachers in positive parenting. Based on field data, there are PAUD that do not have special standard operating procedures (SOPs) related to reporting cases of violence, although there are efforts to provide preventive activities such as socialization, thematic learning about emotions, and recognizing body limitations. This shows that the need to protect children has not been fully accommodated systematically in all PAUD units. This condition is in line with



the results of the study which shows that the limitation of reporting procedures and the low readiness of educators are inhibiting factors in the implementation of child protection services in early childhood education units (Geir Scott Brunborg, 2024). Other findings also show that violence prevention efforts in early childhood education are often not supported by a structured protection system, so interventions are still limited and not sustainable (Gaddafi et al., 2023).

2) Input

The Input Indicators in the CIPP evaluation model are conducted to determine the extent to which budget support, facilities, and educators have been prepared and utilized in supporting the success of the program.

a) Budget

Based on the findings of the research, the budget for the **Integrative Holistic Early Childhood Education** Protection Service Program in Sidoarjo Regency is included in the Operational Implementation Assistance (BOP) which is distributed to each PAUD unit, so there is no special budget for this program. Some schools rely on volunteer parent contributions for childcare and other training activities. However, the child protection budget does not include special funds, so some schools cannot carry out all activities according to the guidelines. These findings are in line with research by (Jannah & Setiawan, 2022) The success of Integrative Holistic Early Childhood Education is often constrained by inadequate budget allocation for child protection activities. From the theoretical perspective of the implementation of public services, this condition reflects the low fiscal commitment of local governments to child protection services as part of basic services, considering that public services are the government's obligation to meet the needs of the community (Suryana, 2022). Based on the evaluation theory of Stufflebeam (1985), the input components in the CIPP model are used to assess resource readiness, including funding. Therefore, it is necessary to strengthen the allocation of special funds for child protection so that this program can run effectively in Sidoarjo.

b) Facilities

The facilities available to support **the implementation of the Integrative Holistic Early Childhood Education** Protection Service Program in Sidoarjo Regency are still relatively limited. Existing facilities mostly include classrooms and standard play equipment, but there are no specific facilities that support aspects of child protection, such as teaching aids or educational media that focus on violence prevention or to improve children's understanding of self-protection. Existing facilities are still very limited and there is no standardization or support from the local government to meet these needs. Based on the evaluation theory of Stufflebeam (1985), Components *Input* in the CIPP model includes facilities that support the success of the program. **In the framework of the Integrative Holistic Early Childhood Education** Program in Sidoarjo Regency, facilities such as learning rooms, educational props, and other facilities are very important to support the effective implementation of the



program. The findings of this study show that existing facilities are still limited in terms of providing educational media and more interactive learning tools. Other findings show that the limitations of educational facilities oriented towards child protection have an impact on the low effectiveness of the implementation of child protection programs in PAUD units, so that local government support is needed in the provision and standardization of supporting facilities so that child protection services can run optimally (Hendrowati et al., 2024).

c) Educator

Educators are a key element in the success of the Integrative Holistic Early Childhood Education Program because they are the ones who play a direct role in creating a safe, friendly, and supportive learning environment. The Education Office has made various capacity building efforts through training that emphasizes on understanding child protection, violence prevention, and a holistic-integrative approach that includes education, health, nutrition, and child care. These efforts encourage teachers to not only teach academically, but also play a broader role in supporting children's physical and emotional well-being.

Early childhood teachers in Sidoarjo Regency show a professional attitude, empathy, and concern for children's rights, and are able to build an inclusive and comfortable learning environment. Although some teachers have implemented a child-friendly approach in daily activities, the integration of child protection values in learning has not been fully consistent across PAUD units. Based on the CIPP evaluation model Stufflebeam (1985), educators are a key factor in achieving program goals. Although most teachers in Sidoarjo have met academic qualifications, more specific advanced training on child protection is still needed to support the effective implementation of the program. Zakiyah's research reveals that the quality of educators in some areas is often hampered by training limitations that specifically lead to safe and non-violent parenting (Zakiyah, 2024). In addition, other research shows that improving educator competence through continuous training has a significant effect on teachers' ability to apply child protection principles and create a safe learning environment for early childhood (Hayani Wulandari, 2023).

3) Process

The process indicators in the CIPP evaluation model of the Integrative Holistic Early Childhood Education Protection Services Program assess program implementation, coordination between related institutions, and parental involvement in supporting the success of the program.

a) Program Implementation

The implementation of the Integrative Holistic PAUD Program in Sidoarjo Regency has basically been running for a long time, even before the issuance of Sidoarjo Regent Regulation Number 50 of 2016. This shows the commitment of local governments and education units in providing comprehensive services for early childhood, both in terms of education, health, nutrition, and child protection. At the school level, the implementation of the program runs in various conditions. The SOP document was prepared by the school as an internal guideline to prevent and handle cases of violence. This SOP is also part of the



Integrative Holistic Early Childhood Education Program. In addition, there are posters that show the school's commitment to supporting the implementation of the program, especially in the aspect of child protection.



Picture 3.
**Poster for the Prevention of Violence Against Children
in DWP Kindergarten District in 2025**
(Source: Researcher Documentation, 2025)

Through this poster, the school provides education to children, teachers, and parents about the importance of preventing violence from an early age. The PAUD HI program in Sidoarjo runs with active support from schools, teachers, and parents through parenting, socialization, and the implementation of child protection in the learning environment. However, limited funds, lack of assistance from agencies, and suboptimal communication between institutions and parents are still obstacles. Based on the CIPP evaluation model Stufflebeam (1985), the program implementation process needs to be updated and strengthened to be more effective. Other findings from Siagian and Adriany also revealed that in Indonesia, the implementation of PAUD HI as a whole still faces obstacles in effective policy integration, both in regulations and educator training (Siagian & Adriany, 2020).

b) Inter-Agency Coordination

Coordination between institutions is a crucial aspect in the implementation of the Integrative Holistic Early Childhood Education Program, because it involves various agencies such as the Education Office, DP3AKB, and education units. In Sidoarjo Regency, the division of duties between agencies is clear so that there is no overlap of authority. However, joint evaluations between institutions have not been carried out periodically, and monitoring activities are still running separately through sub-district inspectors. This condition creates a coordination gap, especially between schools and related agencies, so that the implementation of the program has not been fully directed. Communication between schools, teachers, and parents is relatively smooth, but the coordination relationship between schools and the Education Office and DP3AKB still needs to be strengthened. Therefore, a regularly scheduled coordination forum is needed so that the implementation and evaluation of the Integrative Holistic Early Childhood Program can take place more effectively, integrated, and sustainable in all early childhood education units. This condition is in line with research findings that show that the weak joint evaluation mechanism and the



lack of cross-sectoral coordination forums are the main obstacles in the implementation of Integrative Holistic Early Childhood Education services, especially in the aspect of child protection (Suryana, 2022). These findings are supported by research showing that a structured and participatory cross-sectoral communication strategy between educational institutions and related partners strengthens coordination and supports the success of holistic integrative early childhood education services as a whole (Aprilia & Putri, 2025).

c) Parent Involvement

Parental involvement is an important element in the successful implementation of the Integrative Holistic Early Childhood Education Protection Service Program in Sidoarjo Regency. This program requires synergy between schools, the government, and families so that efforts to prevent violence against children can run optimally.

Parenting activities are an important medium to strengthen parents' understanding of positive parenting, violence prevention, and warm communication with children. Through this activity, schools and families can build synergy to consistently implement child protection values at home and school. Although the implementation is quite good, the level of parental participation varies between schools due to busyness and awareness factors. Strengthening the role of the family is still needed through continuous mentoring and education so that child protection efforts can be more comprehensive and sustainable. These findings are in line with national research that shows that parental involvement in early childhood education in early childhood education in early childhood education is at a moderate to high level and plays a significant role in supporting children's growth and development and preventing violence through family social supervision and control (Anjani et al., 2024). In addition, other research also shows that active family involvement through positive parenting, good communication, and parenting education is a significant protective factor in preventing violence against children and strengthening children's growth and development in the family and school environment (Armayati & Anjeli, 2024).

4) Product

Product indicators in the CIPP evaluation model of the Integrative Holistic Early Childhood Education Protection Service Program to determine the benefits for children and families, reduce cases of violence against children, and increase awareness of children's rights in the school and community environment.

a) Benefits for Children and Families

The Integrative Holistic Early Childhood Program has a positive impact on child development and family relationships, contributing greatly to early childhood character development. Child development data shows positive behavioral changes, both at school and at home. Parents are increasingly understanding their role in accompanying their children and implementing thoughtful and non-violent parenting. Children become more independent, polite, confident, and have the courage to express their thoughts, while parents better understand the importance of open communication. Based on the CIPP evaluation model Stufflebeam (1985), the Product aspect assesses the real results of this program. Improving parents' understanding and creating a conducive learning environment shows that this program provides direct benefits to the well-being of children and families. The



success of Integrative Holistic Early Childhood Education is not only measured by the implementation of the program, but also by changes in behavior and family awareness of early childhood protection (Sutiah, 2024). These findings are in line with Fitriyah's research, Ali Forgen, which shows that **the implementation of Integrative Holistic Early Childhood Education** plays an important role in shaping superior human resources through cross-sector support and family involvement (Fitriyah, Ali Formen, 2022). Other findings also show that parental involvement in early childhood social-emotional development contributes significantly to improved socialization skills, school readiness, and children's emotional well-being (Siregar, 2024).

b) Reduction of Cases of Violence Against Children

The implementation of the Integrative Holistic Early Childhood Education Program has a positive impact on reducing the potential for child violence by increasing the awareness of teachers, parents, and children about self-protection. The reporting and monitoring system owned by the Education Office allows cases that cannot be handled by schools to be forwarded to authorized agencies such as DP3AKB. This shows that there is cross-agency coordination in efforts to protect children at the PAUD level. Children also begin to show a better understanding of the body's limitations, the courage to say no, and awareness of risky behaviors, which indicates the success of self-protection education from an early age. Awareness of violence prevention is increasing in schools and families. However, the monitoring mechanism at the district level is still passive, so it is necessary to strengthen coordination between the Education Office, DP3AKB, and PAUD units so that violence prevention and reporting are more integrated, active, and sustainable. Other findings confirm that the success of efforts to reduce violence against children is strongly influenced by the existence of a clear reporting system and the active involvement of educational institutions in child protection mechanisms at the local level (Sugiarto et al., 2024).

c) Raising awareness of children's rights

The Integrative Holistic Early Childhood Education Program in Sidoarjo Regency is supported by a strong legal basis, providing a clear direction for socialization activities and the implementation of child protection in early childhood education units. Continuous socialization by the Education Office emphasizes an understanding of children's rights, a sense of security, and a space for opinion, which is supported by the active role of teachers and parents in creating a learning environment that values children as individuals. The program also strengthens cross-sectoral awareness, including DP3AKB and the community, about the importance of protecting and respecting children's rights. The increase in awareness of children's rights is reflected in the change in the attitude of teachers and parents who are more respectful of children's emotional needs and their right to express themselves. Children become more confident in their opinions and understand that they are entitled to fair and safe treatment. These findings show that Integrative Holistic Early Childhood Education in Sidoarjo has contributed to changing people's attitudes towards children, although there is still a need to strengthen coaching and socialization more evenly so that this awareness can be embedded sustainably. Other findings show that the



implementation of child-friendly schools and violence prevention strategies in education units contribute to reducing the risk of violence against children and improving the understanding of self-protection from an early age (Alfan et al., 2024).

4. Conclusion

Based on the results of the research, the Integrative Holistic Early Childhood Education Protection Service Program in Sidoarjo Regency still needs to be strengthened. In terms of context, this program already has a clear legal basis, but its implementation is not optimal because there is still limited public understanding and the role of the task force has not been maximized. From the input aspect, the limitations of training, budget, and supporting facilities are still the main obstacles in the implementation of the program. In terms of the process, coordination between the Education Office and DP3AKB has been running, but it has not been carried out optimally and sustainably. Meanwhile, in the product aspect, this program has had a positive impact in the form of increasing awareness of children's rights and more child-friendly parenting practices. This research makes a theoretical contribution through the application of the CIPP evaluation model in assessing child protection programs, which shows that the success of the Integrative Holistic Early Childhood Education Program is highly dependent on the integration between contexts, inputs, processes, and products. To ensure sustainability and equitable distribution of programs across the region, there is a need for strengthening regulations, increased budgets, ongoing training for educators, and more integrated cross-sectoral coordination between relevant agencies.

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