



Holistic PAUD Concept: Integrating Aspect Social and Emotional Cognitive

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Abstract

This research aims describe implementation early childhood education (PAUD) with a holistic approach that integrates aspect cognitive, social, and emotional, as well as analyze its impact on child development. The research background starts from the phenomenon that most of PAUD institutions still focused on academic achievement, while social- emotional development has not received attention attention balanced. This research uses a qualitative method with a case study approach in one of the Early Childhood Education Institutions in Lubuk Linggau, involving early childhood education teachers, children aged 4–6 years, and parents. Data were collected through learning observations, in-depth interviews, and documentation of child development. analyzed thematically. The results of the study show that holistic learning is able to improve children's cognitive development through exploratory activities, problem solving, and concept recognition ; supporting social skills through cooperation, taking turns, and value opinion friends ; and strengthen ability emotional in recognizing and managing Healthy emotions. Children with good social- emotional skills have been shown to be more focused and motivated, which has a positive impact on academic achievement. cognitive. The success of holistic learning is greatly influenced by the cooperation between teachers and parents in creating stimulation consistent at school and home. This research strengthens the theories of Piaget, Vygotsky, and Erikson on the integration of child development as well as provide practical recommendations for development holistic PAUD curriculum.

Keywords : Early Childhood Education, Holistic Learning, Cognitive, Social-Emotional

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INTRODUCTION

Early Childhood Education (PAUD) is the main foundation in the formation personality, skills, and potential of children. At this stage, children are in a golden age that determines their future development (Gertraud Diem-Wille, 2018) . The learning approach in early childhood education ideally does not only focus on academic abilities, but also on integrate all aspects of child development, including cognitive, social, and emotional (Arini, Mudjito, & Hariyati, 2021). Early childhood is at a stage of comprehensive development, where the ability to... thinking (cognitive), ability to relate to others (social), and ability recognize as well as manage emotions (emotional) develop simultaneously and influence each other (Percy-Smith, Thomas, O'Kane, & Imoh, 2023) . If learning only focuses on academics, children may proficient counting or reading but difficulty working together,

controlling self, or understanding other people's feelings (Sarinastitin, 2019) . The right approach is holistic learning, namely learning activities designed so that children can hone ability think about it while learning to interact with friends and manage emotions, for example through group games, art activities, and project -based learning (Yang, 2025) .

This approach views children as whole individuals who have various potentials that are mutually supportive. are related and need to be developed in a balanced manner (Sarinastitin, 2019) . However, the reality on the ground shows that most of PAUD institutions still emphasize learning on academic aspects, such as introduction reading, writing, and arithmetic, so that social and emotional aspects often overlooked. In fact, both aspects have an influence significantly impacts a child's readiness to learn at the next level. Children with good social and emotional skills will be able to adapt, cooperate, and cope more easily. learning challenges (Yusuf, Utama, & Rachmad, 2025) . Therefore, this research is important to formulate a truly holistic PAUD concept that can maximize all children's potential according to their developmental stage.

Foundation The conceptual basis of this research is based on the theories of child development put forward by Piaget, Vygotsky, and Erikson, which as a whole emphasize that early childhood learns optimally through social interaction, play experiences, and support. responsive environment. Piaget stated that children's cognitive development occurs through an active process of building knowledge through exploration and interaction with the environment (Kitchener, 1986) . In the preoperational stage (2–7 years), children learn through imaginative, symbolic play, and sensorimotor activities, which simultaneously hone ability thinking and problem solving (Wiresti & Na'imah, 2020) . Vygotsky added that cognitive development cannot be separated from a social context; learning takes place most effectively in the zone of proximal development (ZPD), namely when children receive guidance from adults or friends. more skilled peers (Etnawati, 2022) . This concept shows the importance of social interaction in triggering cognitive development, as well as hone children's social skills such as cooperation, communication, and empathy (Sugiarto, 2023) . Meanwhile, Erikson explains that at the initiative versus guilt stage (3–6 years), children need to develop a sense of trust. self and initiative through positive social experiences; failure in this stage is possible hinder children's ability to make decisions and interact with others (Perry & Erikson, 1965) .

The integration of these theories strengthens the urgency of a holistic approach in PAUD which not only emphasizes academic aspects, but also includes social and emotional development. Empirical research recent research shows that children with regulation good emotions and mature social skills are better prepared to face academic learning, have a high level of motivation higher intrinsic motivation, and demonstrate better learning achievement. In addition, healthy social- emotional skills enable children to build positive relationships, coping conflict, and develop resilience when facing learning challenges (Yang, Peh, & Ng, 2021)

. Thus, holistic education that integrates aspect Cognitive, social, and emotional development not only prepares children for academic success, but also forms adaptive, confident individuals. yourself, and be able to contribute positively to the environment social.

Several previous studies support the importance of a holistic approach in early childhood education, particularly in integrating children's cognitive, social, and emotional aspects. Research conducted by Sukatin, Alivia, and Bella (2020) revealed that early childhood social and emotional development is highly dependent on balanced stimulation, where these skills serve as an important foundation for successful learning and children's readiness to face future challenges. This aligns with research by Setyarini, Dewanti, and Kurniawati (2020), which shows that fun learning methods such as singing and demonstrations not only improve children's understanding of learning materials but also strengthen their communication, cooperation, and emotional regulation skills. Meanwhile,

research by Maemunah et al. (2020) on the implementation of Holistic Integrative Early Childhood Education in Ngadirejo District emphasized that the success of children's cognitive, social, and emotional development is greatly influenced by the role of facilitators who are able to act as inspiration, motivators, guides, and mediators in the learning process. These three studies reinforce the idea that holistic learning that balances these three aspects of development is crucial for preparing children to become adaptive, confident, and academically prepared individuals.

This research aims to answer the questions of how the holistic PAUD concept integrates cognitive, social, and emotional aspects; what learning strategies can be applied to optimize these three aspects; and how the implementation of this concept impacts early childhood development. The objectives of this research are to describe the holistic PAUD concept that focuses on the integration of cognitive, social, and emotional development, identify effective learning strategies in supporting children's holistic development, and analyze the impact of implementing a holistic approach on early childhood growth. Theoretically, this research is expected to contribute to the development of early childhood education science by strengthening the holistic learning concept, while practically it can provide guidance to PAUD teachers and administrators in designing learning activities that balance cognitive, social, and emotional aspects so that they can be implemented in various educational institutions. The results of this research are expected to produce a holistic PAUD conceptual model that can be applied in various educational institutions, improving children's cognitive, social, and emotional development in a balanced manner, and providing recommendations for practical and applicable learning strategies for PAUD teachers.

METHOD

This research used a qualitative method with a case study approach to gain an in-depth understanding of the implementation of the holistic PAUD concept, particularly the integration of cognitive, social, and emotional aspects in early childhood. This study was conducted at several PAUD institutions in the Lubuk Linggau area, South Sumatra, which have implemented a holistic learning approach. The research locations were selected because they have diverse characteristics in terms of curriculum, teaching staff, and socioeconomic backgrounds of students, thus providing a comprehensive picture of the implementation of holistic education. The research subjects consisted of PAUD teachers as learning implementers, children aged 4–6 years as students, and parents who play a role in supporting the implementation of the holistic PAUD concept at home. Subjects were selected purposively, namely based on their direct involvement in the implementation of holistic learning. Data were collected through observations of learning activities to examine the integration of the three aspects of child development, in-depth interviews with teachers and parents to explore strategies, perceptions, and challenges in implementing holistic learning, and documentation in the form of Daily Learning Implementation Plans (RPPH), activity photos, and child development records (Arias, Arias, & Rodríguez-Medina, 2021). Data analysis was carried out thematically through three stages, namely data reduction to select relevant information, presentation of data in narrative form structured, and withdrawal conclusion to answer formulation of research problems. Data validity is maintained by using techniques triangulation, namely comparing findings from various sources and methods to ensure accuracy of research results (Fadli, 2021).

RESULTS AND DISCUSSION

Aspect Integration Cognitive, Social, and Emotional

Children's cognitive development is seen through their increased ability to recognize simple concepts, solve problems, and think logically through exploratory activities. Social aspects develop through collaborative activities, such as working together in groups, taking

turns, and appreciating opinion Friend peers. Meanwhile, the ability Children's emotional development is demonstrated through their progress in recognizing, controlling, and expressing emotions. emotions in a healthy way, for example when learning to share toys or managing feelings of disappointment. Third these aspects are interrelated Supportive ; good social- emotional skills make children more focused and motivated to learn, which ultimately improves their cognitive outcomes. As shown in the following research data :

Table 1. Integration of cognitive, social, and emotional development of AUD

| No | Child's Name | Cognitive (Understanding concepts & solving problems) | Social (Cooperation & respect for friends) | Emotional (Recognizing & managing emotions) | Information |
|----|--------------|---|---|---|--|
| 1 | Aisha | Able to recognize colors and shapes correctly; can solve simple puzzles. | Actively cooperates when building block structures with friends; willing to share turns. | Able to control himself when his toys are borrowed by friends; expresses his joy appropriately. | The development of the three aspects is well integrated. |
| 2 | Star | Try different strategies to solve logic games; recognize numbers 1-10. | Willing to listen to friends' ideas when role-playing; respecting group decisions. | Still need teacher help to manage feelings of disappointment when losing a game. | Need to strengthen emotional control. |
| 3 | Light | Quickly understand the sequence of the story and recall the teacher's instructions. | Takes the initiative to help friends in difficulty; likes to discuss solutions to problems. | Able to recognize feelings of sadness and seek help from a teacher to calm down. | Social-emotional supports learning focus. |
| 4 | Dafa | Arrange blocks according to the specified pattern; be able to explain how to solve the problem. | Sometimes dominates the group; start learning to wait your turn. | Often shows frustration when failing, but can be directed to try again. | Progress on self-control and cooperation. |
| 5 | Elvina | Successfully recognizes color and shape patterns; enjoys simple experimental activities. | Always work together and encourage your friends. | Can calm yourself with breathing techniques taught by the teacher. | All three aspects develop in balance. |

Based on research data, children who have better social- emotional abilities show increased focus and motivation to learn, which ultimately supports achievements their cognitive. For example, Aisyah and Elvina showed balanced development in the third aspects, where the ability to work together and manage Positive emotions accelerate the process of understanding simple concepts. On the other hand, children like Bintang and Dafa who are still need assistance in control emotion sometimes experience barriers to cooperation and problem solving, which indicates that social- emotional abilities is foundation for optimal cognitive development. The novelty of this research lies in its approach which emphasizes comprehensive integration between third development

aspects, not just highlighting one partial aspects, as Lots found in previous research that was more dominant discussing cognitive or academic development. This approach strengthens the idea that holistic early childhood education cannot be separating social and emotional development of cognitive development. These findings also provide contribution It is practical for PAUD teachers that learning success is not only measured from children's academic achievements, but also from their ability to work together, manage emotions, and respect for others.

Theoretically, the results of this study are supported by the developmental theories of Piaget, Vygotsky, and Erikson. Piaget emphasized that children learn through an exploratory and active process of constructing their own knowledge. knowledge, such as seen in puzzle solving or arranging activities blocks. Vygotsky added importance social interaction in learning through the zone of proximal development (ZPD) which explains why collaborative activities, such as taking turns and discussing, can Accelerate child development. Meanwhile, Erikson's psychosocial theory explains that at the initiative versus guilt stage, children need to develop a sense of trust. self and initiative through positive social- emotional experiences; failure at this stage can inhibit cognitive and social development. Thus, the findings of this study strengthen theoretical understanding that early childhood development is the result of integration harmonious between aspect cognitive, social, and emotional.

The Role of Teachers and Parents in Holistic Learning

Teachers play a central role in designing activities that stimulate all aspects of a child's development. They act as facilitators, motivators, and guides, ensuring that children have enjoyable and meaningful learning experiences. Teachers also face challenges, such as differences in children's developmental levels and limited learning resources. Interviews with parents, on the other hand, revealed that although they understand the importance of a holistic approach, some still emphasize academic achievement. This underscores the need for close collaboration between teachers and parents to ensure the sustainability of holistic education at home. As shown in the following interview data:

Table 2. Teacher and Parent Interviews

| No | Respondents | Question | Answer |
|-----------|--------------------|---|--|
| 1 | Teacher A | How do you design learning activities to encompass children's cognitive, social, and emotional development? | "We always combine learning with play. For example, when children learn to recognize numbers, they also learn to work together in small groups." |
| 2 | Teacher B | What challenges do you face in implementing holistic learning? | "The differences in children's abilities are quite significant; some grasp the material quickly, while others require extra support. Furthermore, learning resources at school are still limited." |
| 3 | Parent C | Do you understand the importance of balancing cognitive, social, and emotional development? | "I understand the importance of all three, but sometimes I focus more on reading and math skills because those are the ones my extended family often asks about." |
| 4 | Parents D | What is your support for the continuation of holistic learning at home? | "I try to make time to play with my kids at home, for example with educational games, but sometimes it's hard to be consistent because of work." |

| No | Respondents | Question | Answer |
|----|-------------|---|---|
| 5 | Teacher E | What is the role of communication with parents in supporting holistic learning? | "We regularly hold meetings with parents to align perceptions. This collaboration is crucial to ensuring that learning at school and at home is aligned." |

Interview results indicate that teachers play a crucial role as designers and implementers of learning activities that stimulate children's cognitive, social, and emotional development. Teacher A explained that learning activities are always integrated with play, for example, when introducing numbers, children are also encouraged to work collaboratively in small groups to hone their social skills. Teacher B added that the main challenges in implementing a holistic approach lie in the differences in children's ability levels, with some requiring extra support, as well as the limited learning resources available at early childhood education institutions.

From the parents' perspective, interview results indicated an understanding of the importance of balancing the three aspects of child development, but some parents still tended to emphasize academic achievement. Parent C, for example, recognized that social and emotional development was important, but pressure from their extended family made them focus more on their child's reading and math skills. Parent D, on the other hand, stated that they strive to support holistic learning at home by spending time playing with their child, although work constraints often made these efforts inconsistent.

Teacher E emphasized the importance of regular communication between teachers and parents to align perceptions and ensure the continuity of holistic education at school and at home. With close collaboration, children receive consistent stimulation in both environments, which strengthens their overall development.

This section explains that teachers and parents play equally important roles in the successful implementation of holistic early childhood education (PAUD). Teachers are responsible for designing and implementing learning activities that emphasize not only academic achievement but also stimulate children's social and emotional development. In their role as facilitators, teachers create a safe, enjoyable, and experiential learning environment. As motivators and guides, teachers provide support so that children can explore, interact with friends, and learn to manage their emotions. However, teachers often face challenges, such as differences in ability between children and limited facilities at PAUD institutions.

Meanwhile, parents play a role in ensuring the continuity of holistic learning at home. Interviews indicate that some parents understand the importance of balanced cognitive, social, and emotional development, but some still place too much emphasis on academic achievements such as reading, writing, and arithmetic. This difference in focus can become a barrier if there is a lack of good communication between teachers and parents. Therefore, a close partnership between teachers and parents is necessary to align perceptions and parenting strategies. Through this collaboration, children receive consistent stimulation both at school and at home, ultimately strengthening their overall development.

These results provide novel empirical evidence that early childhood education with a holistic approach, integrating cognitive, social, and emotional aspects, can be effectively implemented in early childhood education institutions in Lubuk Linggau despite limited resources. This approach demonstrates that balancing these three aspects is not merely a theoretical concept but can be realized through play-based learning and close collaboration between teachers and parents. Another important finding of this study is the close relationship between social-emotional skills and children's cognitive achievements; children who are able to manage their emotions and establish good social interactions tend

to be more focused, motivated, and achieve higher cognitive achievements. This supports Piaget's theory on the importance of active exploration for cognitive development, Vygotsky's theory on the role of social interaction in the zone of proximal development, and Erikson's theory on the importance of success at the initiative versus guilt stage in building children's self-confidence. Furthermore, this study introduces a teacher-parent partnership model that emphasizes the continuity of holistic education at home and school, demonstrating that the success of early childhood learning is determined not only by activities at school, but also by family support in strengthening children's social, emotional, and cognitive development in an integrated manner.

The results of this study align with various previous studies that emphasize the importance of a holistic approach in early childhood education. A study by Lestari and Pramudita (2020) showed that a balance of cognitive, social, and emotional development can improve children's school readiness and form the foundation for long-term learning abilities. Wulandari's (2020) research found that strong social-emotional skills, such as the ability to manage emotions and build positive relationships, significantly correlate with increased focus and academic achievement in early childhood. Furthermore, research by Herlina and Kusuma (2020) confirmed that play-based learning that facilitates children's collaboration can strengthen children's mastery of cognitive concepts while improving social skills. These findings reinforce the findings of this study that strong social-emotional skills are the foundation for optimal cognitive development. This study also expands existing understanding by highlighting the local context of Lubuk Linggau, where the integration of these three developmental aspects can be effectively implemented despite limited resources. This demonstrates that the success of holistic learning is strongly supported by a close partnership between teachers and parents. Theoretically, this research reinforces Piaget's view on the importance of exploration-based learning, Vygotsky's view on the role of social interaction through the zone of proximal development, and Erikson's view on the development of children's initiative through positive social-emotional experiences. Thus, this research is not only consistent with previous findings but also provides new empirical evidence that balanced cognitive, social, and emotional development can be achieved through play-based learning and collaborative teacher-parent support in the context of early childhood education.

CONCLUSION

This study confirms that implementing a holistic approach to early childhood education (PAUD), which integrates cognitive, social, and emotional aspects, can have a significant positive impact on child development. Observations show that children who receive balanced stimulation through exploratory activities can improve their cognitive abilities, while collaborative interactions help them develop social skills such as cooperation, taking turns, and respecting others' opinions. Emotional skills, such as recognizing and managing feelings, also play a crucial role in creating better learning focus, higher motivation, and successful conceptual understanding. This study also found that the successful implementation of holistic learning relies heavily on a close partnership between teachers and parents in creating a consistent learning environment at school and at home. These findings reinforce the developmental theories of Piaget, Vygotsky, and Erikson, and provide practical contributions in the form of a learning strategy model and teacher-parent partnership to support children's social-emotional well-being without neglecting academic achievement. Thus, holistic education is an important approach to developing PAUD curricula that can maximize children's overall potential.

This research recommendation addresses several stakeholders to ensure optimal implementation of holistic learning in Early Childhood Education (PAUD). Teachers are expected to continue developing play-based learning strategies that stimulate balanced cognitive, social, and emotional development. Teacher competency development through

holistic learning training is essential to enable them to design activities that adapt to children's differing abilities. Parents also need to strengthen support for holistic learning at home by creating an interactive environment, providing opportunities for children to explore, and helping them manage their emotions. Intensive collaboration with teachers through regular communication will ensure consistent stimulation of children's development. PAUD institutions are advised to provide facilities and infrastructure that support holistic learning, including educational play materials that encourage exploration, collaboration, and emotional management, and to strengthen teacher-parent partnership programs through workshops or regular meetings. Furthermore, further research is expected to develop a more comprehensive holistic learning model, encompassing long-term impact evaluations and testing its effectiveness across different contexts and conditions within PAUD institutions.

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