

The BERAKSI Learning Model: Optimizing the Holistic Development of Early Childhood

Pahendra A. Nongko¹, Patta Bundu², Bakhrani A. Rauf³

¹ Universitas Muhammadiyah Kendari, Kendari, Indonesia

^{2,3} Universitas Negeri Makassar, Makassar, Indonesia

E-mail: ¹pahendra@umkendari.ac.id*, ²Pattabundu@unm.ac.id, ³bakhranirauf@unm.ac.id

*Corresponding Author

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ABSTRACT

Early Childhood Education has a vital role in the holistic development of children, including cognitive, social, emotional and motoric aspects. However, traditional learning approaches are often less effective in accommodating these developmental needs. To overcome this problem, the BERAKSI (Playing, Creating, Discussing and Cheerful) Learning Model was developed as an innovation that aims to increase involvement and optimal development of young children. This research will discuss the implementation of the BERAKSI Learning Model which can optimize the development of early childhood in cognitive, social, emotional and motoric aspects. The aim is to develop and implement the BERAKSI Learning Model to optimize the holistic development of early childhood. This research uses a qualitative approach with a case study method. Data was collected through observation, interviews and document analysis in several early childhood schools. Data analysis was carried out thematically to identify patterns and effects from applying this model. The research results show that the BERAKSI Learning Model is successful in increasing children's involvement in the learning process, improving cognitive, social and emotional abilities, and creating a pleasant learning atmosphere. Teachers who have been trained are able to implement this model well, and the curriculum developed supports the success of the BERAKSI model. The implications of this research indicate that the BERAKSI approach can be adopted more widely in early childhood education in Indonesia. The proposed solutions include teacher training, development of appropriate curricula, provision of supporting facilities and resources, as well as ongoing evaluation to adjust learning strategies. With these steps, the BERAKSI Learning Model is expected to have a significant positive impact on the holistic development of early childhood.

Keywords: *early childhood, holistic, in action, learning model*



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INTRODUCTION

Early Childhood Education (ECE) plays a crucial role in supporting children's holistic development, including cognitive, social, emotional and motoric aspects (Sahu & Kumar Singh, 2023; Ukamaka, 2023) In this phase, children experience rapid growth and are very sensitive to the environment and learning experiences provided (Baten et al., 2023) Therefore, an interactive and fun learning approach is essential to facilitate their exploration, creativity and learning. However, many traditional learning models tend to focus on theory-based teaching, which is often less effective in meeting children's overall development needs (Reed et al., 2023; Romito et al., 2021; Vinokur et al., 2023). Conventional learning models often cannot accommodate the various ways children learn and interact with the world around them (Mann et al., 2021; Smith

et al., 2022; Sukacké et al., 2022). This can result in dissatisfaction, boredom, and even a decrease in children's motivation to learn. This situation shows the importance of innovation in learning methods that can integrate various activities that support all aspects of children's development (Kwangmuang et al., 2021; F. Parker, 1999; R. Parker et al., 2022; Weber & Greiff, 2023). For example, approaches that involve play, art, discussion, and physical activity give children the opportunity to learn while having fun. The BERAKSI Learning Model offers solutions with an approach that includes play, creativity, discussion and fun. By involving children in relevant and interesting activities, early childhood education can create learning experiences that are not only educational but also fun (Keung & Fung, 2021; Pienimäki et al., 2021; Rahiem, 2021). This not only supports their optimal development but also builds a strong foundation for future learning. Through this innovative and comprehensive approach, ECE can play a more effective role in preparing children to face the challenges of later life.

The BERAKSI (Play, Create, Discuss and Cheerful) Learning Model is an innovative approach designed to meet the holistic development needs of early childhood. Given the importance of this developmental phase, this model focuses on four main activities that are believed to provide optimal stimulation for children. First, play activities are the core of this model. Playing is not only fun, but also serves as an effective learning tool (Zeng et al., 2020). Through play, children can develop fine and gross motor skills, while stimulating their cognitive abilities (Behnamnia, Kamsin, Ismail, et al., 2020a). They learn to solve problems, adapt to new situations, and understand basic concepts, such as numbers and colors, through hands-on experience (Cankaya et al., 2023; Shi et al., 2023). Games also teach children about cooperation and sharing, which are important foundations of social interaction. Second, creative activities, such as drawing, painting and making crafts, encourage children to explore their imagination and creativity (Kizilaslan et al., 2021; Rizzi et al., 2020). In this process, children learn to express ideas and emotions, while developing critical thinking skills. These activities not only support creativity, but also provide a sense of accomplishment when children see the results of their work, which contributes to increased self-confidence (Capron Puozzo & Audrin, 2021; Rizzi et al., 2020)

Third, discussion activities invite children to engage in conversation and collaboration with peers. Discussions help train children's social and communication skills, including the ability to listen and respect other people's opinions (Reith-Hall & Montgomery, 2023). It also gives them the opportunity to learn to think critically and convey their ideas with confidence (O'Flaherty & Costabile, 2020). This ability is very important in building positive social relationships in the learning environment and outside of school (Molina Roldán et al., 2021; Wang & Hofkens, 2020). Fourth, the cheerful aspect of this model ensures that children learn in a fun and stress-free atmosphere. A cheerful learning atmosphere increases children's motivation and enthusiasm for participating, and helps reduce any anxiety they may feel (Liu et al., 2022; Özhan & Kocadere, 2020; Printer, 2023). By creating positive learning experiences, this model not only supports academic development but also children's mental and emotional health.

The BERAKSI Learning Model integrates various activities that support each other, creating a holistic and effective learning environment, and giving children the tools they need to develop optimally in various aspects of life (Green et al., 2020; Koul & Nayar, 2021). With this approach, it is hoped that children can have an enjoyable educational experience, preparing them for future challenges. The BERAKSI approach not only provides a fun learning environment, but also integrates a variety of learning methods designed to increase children's engagement and maximize their potential (Behnamnia, Kamsin, Ismail, et al., 2020; van der Oord & Tripp, 2020). By utilizing various types of activities, this approach provides a comprehensive learning experience, allowing children to participate actively in the educational process (Wen, 2021). Through a combination of play, creativity and discussion, children not only gain academic knowledge, but also social and emotional skills that are important for their development.

One of the key aspects of this approach is its ability to adapt learning methods to different learning styles among children. Each child has his own uniqueness and way of absorbing information, therefore, the diversity in activities offered can meet the needs of each individual (Orson et al., 2020; Xia et al., 2022). For example, children who prefer to move can be more involved in play activities, while children who tend to think creatively will enjoy creative activities. In addition, a cheerful and positive learning environment contributes to reducing stress and anxiety, which often become obstacles for children in learning (Attanasio et al., 2022; Carlier et al., 2020) When children feel comfortable and happy, they are more open to learning and exploring new things. This supportive atmosphere helps children feel valued and accepted, creating a strong foundation for their self-confidence and independence.

The importance of this model is increasingly felt considering the crucial role of early childhood education in forming the basis of children's character and abilities in the future (Behnamnia, Kamsin, & Ismail, 2020) Education at an early age is not only about transferring knowledge, but also about building values, habits and skills that will equip children to face life's challenges (D'Angelo et al., 2022). With the BERAKSI approach, it is hoped that children can grow and develop optimally, both in terms of cognitive, emotional, social and physical (Kuzik et al., 2020). This is not only an investment for the present, but also for a better future, where children can become independent, creative individuals and able to contribute positively to society.

In this research, it is discussed that the implementation of the BERAKSI Learning Model can optimize the development of early childhood in cognitive, social, emotional and motoric aspects. The aim is to develop and implement the BERAKSI Learning Model to optimize the holistic development of early childhood, including cognitive, social, emotional and motoric aspects. The BERAKSI Learning Model offers an integrative and holistic approach that integrates play, creativity, discussion and cheerful activities, which has not been widely implemented in the context of early childhood education in Indonesia. This approach focuses on developing all aspects of the child, creating a learning experience that is not only fun but also educational. In an educational context that often still relies on traditional methods, the existence of this model becomes very relevant. Through play activities, children can learn in a natural and fun way, while being creative provides space for them to express their imagination and creativity. Discussions help hone communication and collaboration skills, which are important for their social development. Cheerful activities ensure the learning atmosphere remains positive, reduce stress and increase children's motivation.

Although there are several initiatives aimed at implementing interactive methods, the BERAKSI Learning Model promises more comprehensive integration. By combining various types of activities that complement each other, this approach can address children's diverse developmental needs. It is hoped that the implementation of this model can improve the quality of early childhood education in Indonesia, providing a strong foundation for their future development. Through wider implementation, the BERAKSI Learning Model has the potential to create a generation of children who are more creative, independent, and able to adapt to changes in the environment around them.

METHODS

Types and Research Approaches

This research uses a type of qualitative research with a case study approach (D'Angelo et al., 2022; Dawson R. Hancock, 2021; Farquhar et al., 2020; Kuzik et al., 2020). A qualitative approach was chosen because the main aim of the research was to understand in depth how the BERAKSI Learning Model was implemented and how it affected early childhood development. Through this method, researchers can explore nuances and context that cannot be measured with quantitative data. The case study was chosen because it allows researchers to conduct a detailed exploration of several early childhood education institutions that

implement the BERAKSI model. By selecting various locations and situations, this research can capture the dynamics and complexity that arise in the real context of early childhood education (Cleland et al., 2021). Each early childhood school has unique characteristics that influence the implementation of this model, including social, cultural, and economic background.

With this method, researchers can collect data through in-depth interviews with teachers, parents and early childhood education management, as well as direct observation of the learning process. The data obtained will provide insight into the effectiveness of the model in increasing children's engagement and supporting their development. In addition, this approach also allows researchers to identify challenges and solutions encountered in implementing the model, providing a valuable contribution to the development of early childhood education practices in Indonesia. Through this research, it is hoped that best practices will be revealed that can be applied more widely in the context of other early childhood education schools.

Population or research Sample

The population of this research is all early childhood education schools in Indonesia that implement the BERAKSI Learning Model. However, due to limited time and resources (Skivington et al., 2021). The research samples were taken by purposive sampling with the criteria, namely ECE that had implemented the BERAKSI Learning Model for at least one semester, PAUD that were willing to participate in this research, and ECE that had various socio-economic backgrounds to ensure data diversity. From these criteria, three were selected. ECE located in large cities, medium cities and rural areas, can provide a more comprehensive picture of the application of the BERAKSI model in various contexts.

Method of collecting data

The data in this research was collected through three main methods: observation, interviews, and document analysis (Dalglish et al., 2021; Morgan, n.d.). Observations were carried out to see directly how the BERAKSI Learning Model was implemented in the classroom. Researchers observed playing, creating, discussing and cheerful activities carried out by children as well as interactions between teachers and children during the activities. This observation was carried out systematically using an observation guide that had been prepared previously. Interviews were conducted with teachers, school principals and parents to obtain their perspectives regarding the implementation of the BERAKSI Learning Model and its impact on children's development. These interviews were semi-structured, allowing the researcher to explore topics that emerged during the interview as well as ask follow-up questions to obtain more in-depth information. And the documents analyzed include the curriculum, learning implementation plans, child development records, and evaluation reports. This document analysis aims to understand how the BERAKSI Learning Model was designed and implemented in writing as well as to verify the findings from observations and interviews.

Data analysis

Data analysis in this research was carried out thematically with the following steps, namely: Data from observations, interviews and document analysis were collected and categorized according to source and type (Dawson R. Hancock, 2021; Jain, 2021). Then the data that has been collected is then reduced by selecting, focusing, simplifying and abstracting the raw data. Data reduction is carried out to filter information that is relevant and significant to the research objectives. The reduced data is arranged in the form of matrices, tables and descriptive narratives to facilitate further analysis. Presenting this data helps researchers see patterns, relationships and findings that emerge from the data. After the data is presented, the researcher interprets and draws conclusions based on the findings that emerge. This process involves verifying findings by triangulating data from various sources to ensure the validity and reliability of research results (Surucu & Maslacki, 2020). Finally, the conclusions and research findings are

then compiled in the form of a systematic report, explaining how the BERAKSI Learning Model is implemented, its impact on children's development, and the implications and recommendations for further development. With this approach, it is hoped that research can provide a comprehensive and in-depth picture of the application and effectiveness of the BERAKSI Learning Model in early childhood education.

Research Instrument

In this research, various instruments were used to collect the necessary data. These instruments are designed to ensure the data obtained is complete, accurate and relevant to the research objectives (Bhat & Huang, 2021; Ly et al., 2020).The following are details of the instruments used:

1. Observation Guide

An observation guide is used to assist researchers in recording activities and interactions during the implementation of the BERAKSI Learning Model. This guide includes indicators related to the four components of BERAKSI (Playing, Creativity, Discussion and Cheerfulness), as well as aspects of child development that are observed (cognitive, social, emotional and motoric). This guide covers:

Table 1. Observation guide indicators

No	Activity			
	Play	Get creative	Discuss	Cheerful
1	Game type	Types of creative activities	Discussion topic	Class situation
2	Child participation	Child involvement	Communication skills	Children's happiness
3	Interaction with peers	Demonstrated innovation	Child participation	Positive interactions
4	Creativity in play	Children's work	How teachers facilitate children	Children's responses to fun activities

2. Interview Guide

The interview guide was designed to obtain in-depth information from teachers, school principals and parents regarding the implementation of the BERAKSI Learning Model and its impact on children. This guide includes semi-structured questions, allowing flexibility in exploring respondents' answers (Xiao, 2020; Zhang, 2019). Questions in this guide include:

Table 2. Interview guide instruments

No	Question	Teacher evaluation	Parental assessment
1	How do you implement the ACTION Learning Model in the classroom?		
2	What challenges did you face in implementing this model?		
3	How do you see children's development in cognitive, social, emotional and motoric aspects after implementing the BERAKASI model?		
4	What do teachers and parents think about this learning model?		

3. Document Analysis Checklist

The document analysis checklist is used to assess the curriculum, learning implementation plans, child development records, and evaluation reports related to the implementation of the BERAKSI Learning Model. This checklist includes elements that must be present in these documents, such as:

Table 3. Document analysis guide

No	Statement	Assessment	
		In accordance	It is not in accordance with
1	Curriculum alignment with the BERAKSI model.		
2	Details of play, creativity, discussion and fun activities in the lesson plan.		
3	Child development indicators in development records.		
4	Evaluation results of the implementation of the BERAKSI model.		

4. Evaluation Questionnaire

Evaluation questionnaires are used to collect quantitative data from teachers and parents regarding the effectiveness of the BERAKSI Learning Model. This questionnaire contains statements that must be answered using a Likert scale (for example, strongly agree, agree, neutral, disagree, strongly disagree). statements in this questionnaire include:

Table 4. Evaluation questionnaire guide

No	Statement	Assessment				
		SS	S	N	TS	STS
1	My child showed an increase in abilities in aspects of child development after following the BERAKSI model					
2	My child is more active and creative in learning activities at school.					
3	Teachers are able to integrate play, creativity, discussion and cheerful activities in daily learning.					
4	I am satisfied with my child's social and emotional development since implementing the BERAKSI model.					

RESULTS AND DISCUSSION

Results

By using these various instruments, researchers can collect comprehensive and in-depth data regarding the implementation of the BERAKSI Learning Model and its impact on early childhood development. The combination of qualitative and quantitative data will provide a better and more comprehensive understanding of the effectiveness of this model. The results of research regarding the implementation of the BERAKSI Learning Model in the three ECEs studied showed a significant positive impact on early childhood development. These findings were obtained from analysis of data collected through observation, interviews and document analysis.

1. Implementation of the BERAKASI learning Model

Field observations show that play, creativity, discussion and cheerful activities are implemented consistently in the three ECEs. Play activities, such as group games and creative games, encourage children to interact with each other, develop children's developmental abilities, and solve problems collaboratively. Creative activities, such as drawing and making crafts, give children the opportunity to express themselves and practice soft skills. In discussion activities, children are involved in group discussions which facilitate their communication skills. Teachers use open-ended questioning methods to stimulate critical thinking and collaboration among children. Playful activities, such as singing and dancing, create a fun learning atmosphere and reduce stress, allowing children to be more focused and engaged.

Table 5. Observation results of model implementation

Activity	Assessment Indicators	Pembina Ujung Bulu State Kindergarten	AI Uswah State Kindergarten	Melati Private Kindergarten
Play	Game type	includes simple puzzle activities, memory games, building blocks, role playing with dolls, and outdoor games such as jump rope and ball.	word guessing activities, group games such as snakes and ladders, drawing and painting, and physical games such as running and catching a ball.	story-based games, as well as group activities such as building together with blocks. outdoor games with hide and seek and playing slides and playing ball
	Child participation	active involvement in play activities Children participate enthusiastically, learn to share, work together	involvement in more complex physical play activities such as running and catching a ball.	involvement in activities inside and outside the classroom
	Interaction with peers	involves sharing toys, and working together in group activities, which helps develop children's social skills and empathy.	includes working together in group games, joint projects, which strengthen their communication and collaboration skills.	involves collaboration on strategy game projects, and activities that develop their social, problem-solving, and communication skills.
	Creativity in play	involves construction play, and simple experiments, which encourage imagination, problem solving, and innovation in children.	collaborative activities, and science experiments, which develop children's imagination, critical thinking skills, and innovation.	art project activities, which encourage children to imagine, collaborate and express themselves freely.
Get creative	Types of creative activities	drawing, coloring, making simple crafts, and role playing, all of which encourage children's imagination and creative exploration.	collage art, drawing with various media, making craft projects from recycled materials, and musical activities, which stimulate children's creativity and innovation.	group art projects, role-play creation, creative science experiments, and poster design, encouraging children's collaboration and self-expression.
	Child involvement	active participation in games, drawing, and group activities, where they interact, share, and learn to collaborate with friends.	participation in group projects, discussion of activities, as well as artistic exploration, which increases self-confidence and the ability to work together with friends.	collaboration on art projects, active participation in role-playing, and group discussions, which develop their social, communication, and creativity skills.
	Demonstrated innovation	using simple materials for crafts, creating imaginative play, and expressing	reflected in creative experimentation with art materials, incorporation of story	seen in the creation of original role plays, the incorporation of simple technologies in

Activity	Assessment Indicators	Pembina Ujung Bulu State Kindergarten	Al Uswah State Kindergarten	Melati Private Kindergarten
		new ideas while role-playing.	elements in play, and collaboration on unique and engaging group projects.	art projects, and the exploration of new concepts in collaborative activities.
	Children's work	colorful pictures, creative crafts using simple materials, and collages.	collaborative paintings, crafts from recycled materials, and art projects with imaginative themes, reflect creativity	includes creative posters, original scripted mini-theatres, and collaborative art projects, showcasing innovation, collaboration, and self-expression
	Discussion topic	favorite stories, pets, play experiences, and environmental themes, encouraging children to share their opinions	holiday experiences, hobbies, favorite book characters, and art activities, which stimulate children's communication skills.	covers environmental issues, fantasy stories, extracurricular activities, and learning experiences at school.
	Communication skills	They share stories, ask for help, and interact with friends while playing.	through group discussions, sharing opinions about activities, and explaining their ideas.	They express opinions, discuss in groups, and participate in role-playing.
Discuss	Child participation	active involvement in games where they interact, share and learn with friends enthusiastically.	group activities, such as art projects and team games, where they collaborate, share ideas, and actively engage in the learning process.	seen in group discussions, collaborative projects, and theater activities, where they actively contribute, share ideas, and work together to achieve common goals.
	How teachers facilitate children	ask open questions, allow time to talk, encourage all children to participate, and create a safe atmosphere for sharing opinions.	invite them to share experiences, ask thought-provoking questions, and create a supportive space for communication.	organizing small groups, using visual aids, encouraging critical questions, and providing opportunities for each child to speak and share ideas.
cheerful	Class situation	filled with fun, colorful decorations, sounds of laughter, and play activities, creating a warm and safe environment for children to learn and develop.	dynamic and creative, with children engaged in group projects, active discussions, and art activities, creating a learning environment that supports exploration and collaboration	interactive and collaborative, filled with group discussions, art projects, and theater activities, creating an environment that supports creativity, communication, and cooperation among children.

Activity	Assessment Indicators	Pembina Ujung Bulu State Kindergarten	Al Uswah State Kindergarten	Melati Private Kindergarten
	Children's happiness	This can be seen from cheerful laughter, enthusiasm in playing, and enthusiasm for learning, reflecting an environment that supports their exploration and curiosity.	visible from smiles, enthusiasm in participating in group activities, and enthusiasm in art projects, reflecting a learning environment that supports social interaction and creativity.	visible from active participation in discussions, joy when collaborating on art projects, and satisfaction when expressing oneself, creating a positive learning atmosphere.
	Positive interactions	This can be seen when they share toys, help friends, play roles together, and encourage each other, creating an environment that supports friendship and cooperation.	This can be seen when they work together on group projects, share ideas in discussions, help each other in activities, and show empathy and support for friends.	This can be seen when they collaborate on art projects, discuss respectfully, support each other in theater activities, and show empathy and appreciation for their friends' contributions.
	Children's responses to fun activities	Fun activities are demonstrated through cheerful laughter, high enthusiasm, active participation, and great curiosity, creating a positive and joyful learning atmosphere.	Fun activities are demonstrated through enthusiastic engagement, big smiles, enthusiasm for collaboration, and creative expression, creating an interactive and cheerful learning environment.	Fun activities can be seen from high enthusiasm, active participation, cheerful laughter, and creativity in collaboration, creating a dynamic and positive class atmosphere.

Children at various levels of preschool enjoy various types of play appropriate to their developmental stage. At the Pembina Ujung Bulu State Kindergarten, games such as simple puzzles, role-playing, and outdoor games such as skipping rope and ball increase their active involvement in learning. At Al Uswah Kindergarten, word charades, group games, and physical activities such as running and catching balls develop their motor and social skills. Meanwhile at Melati Topanda Kindergarten, story-based games, group activities and outdoor games such as hide and seek stimulate imagination and collaboration. Positive interactions with peers and teachers help strengthen their social skills, while creativity in play, including through art projects and science experiments, provides space for self-expression and the development of critical thinking skills. Overall, these play activities not only build technical skills, but also strengthen children's social, emotional, cognitive, and motor aspects, creating a solid foundation for their future growth.

Creative activities at the preschool level involve children in various activities to encourage imagination and creative exploration. At the Pembina Ujung Bulu State Kindergarten, things like drawing, coloring and making simple handicrafts, as well as role playing, provide the foundation for developing their creativity. Al Uswah Kindergarten, through the art of collage, drawing with various media, craft projects from recycled materials, and musical activities, stimulates innovation and collaboration. Melati Topanda Kindergarten, group art projects, role-playing, creative science experiments, and poster design, encourage self-expression and collaboration. Children's active participation in these activities improves their social, communication and

creativity skills. Innovation is demonstrated by the use of simple materials at the Pembina Ujung Bulu State Kindergarten, art experiments and collaborative projects at the Al Uswah Kindergarten, as well as original role playing and exploration of new concepts at the Melati Topanda Kindergarten. Children's work reflects their diverse creativity, including drawings, crafts, collages, collaborative paintings and imaginative concept art projects. These creative activities develop children's technical, social and emotional skills holistically, preparing them for future challenges with balanced skills between creativity, collaboration and problem solving.

Discussion is an effective way to develop children's communication skills at various levels of ECE. Discussion topics such as favorite stories, pets, play experiences, and environmental issues allow them to share opinions, hone their speaking skills, and learn to listen actively. At Pembina Ujung Bulu Kindergarten, children share stories and interact with friends while playing, while at Al Uswah Kindergarten, they engage in group discussions about hobbies and artistic activities, improving their communication skills. At Melati Topanda Kindergarten, discussions about fantasy stories and school experiences help them play a role in talking and sharing ideas. Children's active participation in discussions also shows the importance of their involvement in the learning process. The teacher at the kindergarten facilitated discussions by asking open questions, providing time to talk, and creating a supportive atmosphere for sharing opinions. At Pembina Ujung Bulu State Kindergarten, teachers encourage all children to actively participate, while at Al Uswah Kindergarten, they stimulate critical thinking with relevant questions. At Melati Topanda Kindergarten, teachers organize discussions in small groups, use visual aids, and provide opportunities for each child to speak and share ideas, strengthening their communication skills collectively.

The classroom atmosphere at various levels of ECE displays a variety of characters that reflect a child-centered educational approach. At the Pembina Ujung Bulu State Kindergarten, the atmosphere is full of joy with colorful decorations and the sound of children's laughter filling the room. Children engage in play activities that create a warm and safe environment for learning and developing. At Al Uswah Kindergarten, the classroom atmosphere is dynamic and creative, with children involved in group projects, active discussions and art activities. This creates a learning environment that supports exploration and collaboration, as well as stimulates their curiosity in a variety of fun activities. Meanwhile, at Melati Topanda Kindergarten, the interactive and collaborative atmosphere is strong, with classrooms filled with group discussions, art projects and theater activities. This creates an environment that not only supports creativity, communication, and cooperation among children, but also develops their social skills in a positive way.

Children's happiness is reflected in their cheerful laughter, enthusiasm for playing, and enthusiasm for learning at all levels of ECE. They demonstrate active participation in discussions, joy when collaborating on art projects, and satisfaction in expressing themselves, creating a positive and encouraging learning atmosphere. Positive interactions between children are reflected when they share toys, help friends, play roles together, and encourage each other. This creates an environment that supports friendship, cooperation and the development of empathy at the Pembina Ujung Bulu State Kindergarten. At Al Uswah Kindergarten, positive interactions are demonstrated through working together on group projects and providing mutual support in daily activities. Meanwhile, at Melati Topanda Kindergarten, children show empathy and appreciation for their friends' contributions in various collaborative activities. Children's positive responses to fun activities can be seen from their high enthusiasm, active participation, cheerful laughter and creative expression. This creates a dynamic, interactive and joyful classroom atmosphere in all these ECE environments, facilitating a fulfilling and meaningful learning experience for the holistic development of children.

2. Holistic Development of Children

The results of interviews with teachers and parents showed that there was a significant improvement in aspects of children's development. From a cognitive perspective, children show increased critical thinking and problem-solving abilities. Many teachers report that children are more active in asking questions and providing opinions in discussions.

Table 6. Interview results on holistic child development

No	Interview questions	Teacher	Parent
1	How do you implement the BERAKSI Learning Model in the classroom?	<ol style="list-style-type: none"> 1. Teachers provide educational game sessions that stimulate motor and cognitive skills, such as puzzles and role-playing games. 2. Teachers carry out creative activities such as drawing and crafts to encourage creativity. 3. Teachers hold group discussions to develop children's communication and social skills 4. Teachers create a fun learning atmosphere with singing, dancing and outdoor games. 	Parents generally give positive responses to the implementation of the BERAKSI Learning Model in the classroom. They saw improvements in children's social skills and independence, becoming more open in communication, more creative, and more enthusiastic about learning. Parents also appreciate the fun and stress-free learning atmosphere, helping children feel more comfortable and motivated.
2	What challenges did you face in implementing this model?	<ol style="list-style-type: none"> 1. Integrating all model components in a tight daily schedule can be difficult. 2. Minimal props and creative materials needed for play and creative activities. 3. Different levels of abilities and interests of children in one class. 4. Requires good cooperation with parents to strengthen learning at home. 	They realize the limitations of time and resources in schools and the importance of teacher readiness to adopt new methods. Many parents are willing to provide support, such as providing creative materials and teaching aids, as well as being more actively involved in their children's learning process at home.
3	How do you see children's development in cognitive, social, emotional and motoric aspects after implementing the BERAKASI model?	<ol style="list-style-type: none"> 1. Cognitive Aspect: Children show improvements in problem solving and creativity. 2. Social Aspect: The ability to interact and work together in groups is getting better. 3. Emotional Aspect: Children are better able to express and manage their emotions, appear happier and more confident. 4. Motor Aspects: Improvement in fine and gross motor skills through play and physical activities. 	Parents see positive developments in various aspects after implementing the BERAKSI Learning Model. Children are more creative and show improvements in critical thinking skills. Children become more open, sociable and able to work together with friends. Children are better able to express their emotions in healthy ways and appear happier.
4	What do teachers and parents think about this learning model?	The BERAKSI Learning Model has been very positive, seeing significant improvements in children's engagement and holistic development. They appreciate this interactive and fun approach, despite the challenges, because it helps children learn more effectively and enjoy the learning process.	Parents provide positive feedback regarding the BERAKSI Learning Model, appreciating improvements in children's creativity, social, emotional and motor skills. They support this approach as it creates a fun and effective learning environment for the holistic development of children.

From a social aspect, children involved in the BERAKSI Learning Model show significant improvements in their interaction skills with peers. They become better able to work together in groups, which is seen in group activities involving games and creative projects. Children also show increased empathy, being able to understand and appreciate the feelings and perspectives of their friends, which is an important social skill for their future development. Parents report positive changes in their children's behavior at home. Children become more open in communicating, sharing experiences, and discussing the activities they do at school. They show greater interest in collaborating with friends and engaging in games that involve cooperation, thereby strengthening their social relationships. Apart from that, increased independence can also be seen in the way children take the initiative to play and be creative. They are more confident in choosing the activities they want to do, whether it's playing outside or exploring arts and crafts. This independence not only shows development in social aspects, but also increases children's self-confidence and ability to express themselves. Overall, this model not only contributes to children's academic development, but also facilitates social and emotional growth that is important in the formation of their character.

From an emotional perspective, the BERAKSI Learning Model has succeeded in creating a supportive environment for children to express their feelings. In this context, children appear happier and more confident, which is clearly visible from their active participation in all the activities held. They are not only physically engaged, but also emotionally, creating a more enjoyable and meaningful learning experience. The cheerful atmosphere created during learning contributes to increasing children's motivation and interest in learning. With an approach that prioritizes fun, children feel freer to experiment and take risks in learning. This encourages them to more actively explore new ideas and engage in constructive discussions, which further strengthens their understanding of the material studied. Furthermore, this positive environment helps children manage their emotions better. They learn to recognize and express feelings, both positive and negative, in a safe and supportive context. This is very important in building emotional intelligence, where children can understand and manage their own emotions, as well as empathize with the feelings of others. Thus, the BERAKSI Learning Model not only facilitates academic aspects, but also plays an important role in healthy emotional development for children, equipping them to face life's challenges in the future.

3. Evaluation and Documentation

Analysis of documents, such as the curriculum and Learning Implementation Plan (LIP), shows that the curriculum that supports the BERAKSI Learning Model is well designed. The LIP includes clear details about how each component of the model will be implemented in daily activities. This not only provides guidance for teachers in implementing the model effectively, but also ensures that every aspect of learning is well integrated in the child's educational process. Furthermore, the child's development records show clear progress.

Table 7. Document availability analysis results

No	Statement	Assessment	
		In accordance	It is not in accordance with
1	Curriculum alignment with the BERAKSI model.	✓	
2	Details of play, creative, discussion and cheerful activities in the lesson plan.	✓	
3	Child development indicators in development records.	✓	
4	Evaluation results of the implementation of the BERAKSI model.	✓	

The results of observations and assessments of established development indicators show that the majority of children have experienced significant improvement. They show progress in social, emotional, and cognitive skills, which is reflected in their active participation and ability to interact positively with peers. The teacher's response to children's improvement in the BERAKSI model is very positive. Teachers enjoy seeing children's active and creative development in learning activities. The integration of play, creativity, discussion and cheerful activities in daily learning is also something that is welcomed by teachers. Teachers are also happy to see children's social and emotional progress since implementing this model. Hopefully the child's positive development will continue and provide great benefits in his education.

Table 8. Results of teacher opinion questionnaire on learning models

Descriptive Statistics teachers opinion					
	N	Minimum	Maximum	Mean	Std. Deviation
question 1	32	4	5	4.31	.471
question 2	32	4	5	4.69	.471
question 3	32	3	5	4.28	.634
question 4	32	4	5	4.62	.492
Valid N (listwise)	32				

Likewise, parents are very happy with their children's development after following the BERAKSI model. They see children more active, creative and enthusiastic in learning at school. The integration of play, creativity, discussion and cheerful activities in daily learning is also welcomed. Parents are satisfied with their children's social and emotional progress since implementing this model. They hope that children will continue to experience positive improvements and get maximum benefits from the education provided.

Table 9. Results of parent opinion questionnaire on learning models

Descriptive Statistics parents opinion					
	N	Minimum	Maximum	Mean	Std. Deviation
question 1	40	1	5	4.08	.888
question 2	40	2	5	4.32	.859
question 3	40	2	5	4.17	.984
question 4	40	1	5	4.07	.971
Valid N (listwise)	40				

These records not only serve as an evaluation tool for teachers, but also as valuable feedback for parents regarding their child's development. With concrete evidence of progress made, parents can better understand and support their child's learning journey. Overall, this analysis provides confidence that the BERAKASI Learning Model is not only theoretical, but also has effective practical applications in the context of early childhood education, making it an approach worthy of wider application.

Discussion

The results of this research show that the BERAKSI learning model (playing, creating, discussing and being cheerful) has a significant impact in improving the holistic development of early childhood. The following discussion will further explain the effectiveness of this model, the challenges faced, and the implications for early childhood education. This learning model has proven effective in stimulating children's involvement. Play activities, as the main component, provide opportunities for children to learn through direct experience (Grace D et al., 2025). In observations, children show high curiosity and active involvement when involved in games designed to support learning. Group games not only develop fine and gross motor skills, but also stimulate creativity and adaptability (Behnamnia, Kamsin, Ismail, et al., 2020; Pantaleo, 2025;

Tu & Lee, 2025). Children learn to solve problems and negotiate with peers, which are important social skills.

Creative activities, such as drawing, painting and making crafts, allow children to express their ideas and emotions visually and practically (Leigh, 2020; Leung et al., 2023). Research finds that children who engage in arts and crafts activities experience improvements in creative thinking abilities and fine motor skills. These activities provide opportunities for children to make choices and decisions, which are important in the development of their independence. Through creating, children not only learn about techniques and tools, but also hone their imagination skills which will be useful in the future (Bae et al., 2023; Kong & Yasmin, 2022; Sakti et al., 2024). Meanwhile, discussion activities encourage children to hone their communication and listening skills. Through discussion, children learn to respect other people's opinions, consider different perspectives, and express their ideas effectively (Bae et al., 2023; Grace D et al., 2025; Kong & Yasmin, 2022). This contributes to improved social and emotional skills, where children become more empathetic and able to work together in groups. Group discussions also provide a space for children to learn how to express opinions confidently, which is very important for future communication development.

Although positive results were found, this research also identified several challenges in implementing the BERAKSI Model. One of them is the need for more training and support for teachers. Some teachers report difficulty in implementing all components of this model in a balanced manner, especially in managing time and resources. Limited learning facilities and tools, such as creative materials or sufficient space for play activities, are also a challenge, especially in areas with fewer resources. Differences in children's readiness to engage in more active activities were also seen. Some children may feel uncomfortable in situations that require a high level of social interaction. Therefore, it is important for teachers to pay attention to the individual needs of each child and adapt the approach to each child's characteristics. This requires a deep understanding of group dynamics and sensitivity to differences in personalities and learning preferences.

The BERAKSI Learning Model has broad implications for early childhood education practice. With an interactive and fun approach, this model can create a positive learning environment and support children's holistic development (Leigh, 2020; Pantaleo, 2025; Tu & Lee, 2025). This leads to the development of skills necessary for the future, including creativity, adaptability, and social abilities. The importance of collaboration between teachers and parents is also highlighted in this research. Parental involvement in supporting learning activities at home can strengthen the learning experiences gained at school (Chan & Hu, 2023; Leung et al., 2023; Sedrakyan et al., 2020). Therefore, training for parents and effective communication programs between school and home are highly recommended. Educating parents about how to support learning at home will help reinforce concepts taught at school.

Seeing the success of this model, further research can examine the implementation of the BERAKSI Learning Model in a broader context, including elementary schools and communities. In addition, further research can be conducted to evaluate the long-term impact of implementing this model on children's development, including academic and social aspects in the future. This research can provide deeper insight into how the skills acquired during early childhood education can influence a child's life later in life. Overall, this research shows that the BERAKSI Learning Model can be an effective alternative in early childhood education, providing a fun and in-depth learning experience, and supporting children's overall development. It is hoped that the implementation of this model can be the first step towards broader innovation in the approach to early childhood education in Indonesia.

Although the research results showed positive impacts, several challenges were also identified. Some teachers expressed difficulty in managing time between activities and finding ways to interest all children. Therefore, further training on classroom management and use of

existing resources is highly recommended. Recommendations from this research include the need for support from schools in providing teaching materials that support creative activities, as well as ongoing training for teachers to deepen their understanding of the implementation of the BERAKSI model. Apart from that, parental involvement in the learning process also needs to be strengthened to support children's development at home.

Overall, the BERAKSI Learning Model shows great potential in improving the holistic development of early childhood. By encouraging a more interactive and fun approach to education, this model not only makes the learning process more interesting for children, but also ensures that all aspects of cognitive, social, emotional and physical development are well supported. The success of this model in creating a positive and supportive learning environment is very important, especially in the educational context in Indonesia, where the need for innovative and relevant approaches is increasingly urgent. This research is the first step for wider implementation in various early childhood education contexts in Indonesia. By implementing the findings and recommendations from this study, it is hoped that more ECE institutions will adopt the BERAKSI Learning Model, providing a richer and more beneficial learning experience for children. Furthermore, adoption of this model can inspire better curriculum development and provide necessary training for educators. With the right support, the BERAKSI Learning Model has the potential to become the standard in early childhood education, helping prepare future generations who are not only academically intelligent but also rich in important social and emotional skills.

CONCLUSION

The BERAKSI learning model (playing, creating, discussing and being cheerful) has proven to be effective in improving the holistic development of early childhood. Research shows that the application of this model is successful in stimulating children's involvement, improving cognitive, social and emotional skills, and creating a positive and enjoyable learning environment. Although there are challenges in implementation, such as the need for teacher training and limited resources, the results of this research show the great potential of interactive approaches in children's education. Recommendations for collaboration between teachers and parents, as well as ongoing training, are critical to the success of this model. Thus, the BERAKSI Learning Model can be used as a useful alternative to improve the quality of early childhood education in Indonesia, with the hope of providing a sustainable positive impact on children's development.

CONFLICT OF INTEREST

The authors declare that there is no conflict of interest regarding the publication of this article entitled "*The BERAKSI Learning Model: Optimizing the Holistic Development of Early Childhood.*" This research was conducted independently without any financial, institutional, or personal relationships that could inappropriately influence or bias the work reported. All findings, interpretations, and conclusions presented in this article solely reflect the authors' scholarly perspective and academic responsibility.

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