Management Of Early Childhood Learning in Handling Stunting Through Inter Professional Education Approach (Studies On Early Childhood Education in Bogor Regency)

by Fahruroji Fahruroji

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Abstract

The focus of this research is to describe fundamentally and find the concept of Early Childhood Learning Management in Handling Stunting. This study aims to examine the activities of Early Childhood Learning Management in Handling Stunting in PAUD Tiara, PAUD Al Kausar and PAUD Perwira Bogor Regency, which include: Planning, Implementation, Assessment, problems faced by leaders, and Problem solutions. The main theory in this study is based on management from George R. Terry and learning theory from Blenkin and Kelly and the theory of Inter Professional Education (IPE) from Kay Caldwell. The approach used is a descriptive qualitative approach. Data collection techniques using observation, interviews, and documentation studies. The results of the research are: 1) Analyzing planning 2) Implementation of learning by applying fun learning. 3) Learning assessment 4) Finding problems faced by PAUD leaders in handling stunting. 5) Finding solutions to problems with future improvement efforts and institutional efforts to improve learning management in stunting handling through an inter professional approach at PAUD Bogor Regency. The conclusion of this study is that Early Childhood Learning Management in handling Stunting through the Inter professional Education Approach in Bogor Regency, West Java Province, showed a positive improvement in the handling of stunting so as to free students from stunting after collaborating with doctors and nutritionists from the local Puskesmas.

Introduction

The aim of National education is to develop the potential of students to become human beings who believe and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent. , and become democratic and responsible citizens. To achieve this goal, a national education system was formed based on the cultural roots and philosophy of the nation with an orientation to global competition in the advancement of world civilization. These quality human resources are a very strategic factor for the Indonesian people in facing the development of an increasingly competitive, complex and global era. Efforts to systematically prepare human resources can be done by continuously improving the quality, relevance, innovation, effectiveness and efficiency of education.

Basically, teaching is a process of behavior change, including: changes in knowledge and changes in understanding and changes in appreciation. What is meant by experience in teaching is nothing but the interaction between the individual and the environment. Therefore, teaching is an active process. Teaching is a reaction to all situations that surround the individual. The teaching process is directed to a goal, the process of doing through experience. The teaching process is a process of seeing and experiencing, observing and understanding something that is learned to obtain the specified results, through coaching, providing explanations, providing assistance and encouragement from the teacher.

Bogor Regency has taken strategic steps in managing PAUD, one of which is improving the quality of educators by holding workshops, as well as increasing training, providing scholarships to PAUD teachers and collaborating with companies to participate in advancing PAUD through Corporate Social Responsibility (CSR) programs. Currently, there are a lot of interest in becoming PAUD teachers, but they are still limited to higher education academics who are scientifically aware of the importance of PAUD.

Most PAUD services are handled by human resources who do not match their qualifications, so that the targeted learning process does not meet expectations. People are less interested in becoming PAUD educators because the PAUD teaching profession is still synonymous with minimal income. Thus, a supportive collaboration between the government and PAUD organizations is needed to jointly increase the quantity and quality of PAUD educators equally in Indonesia.

To provide quality services in accordance with the needs of children's growth and development, it is necessary to develop PAUD standards. PAUD standards are an integral part of the National Education Standards as mandated in Government Regulation No. 19 of 2005 concerning National Education Standards which are formulated taking into account the characteristics of PAUD implementation. Permendiknas Number 58 of 2009 concerning Standards for Early Childhood Education Article 1 consists of four groups, namely: (1) developmental achievement level standards; (2) the standard of educators and education personnel; (3) Standards of content, process, and assessment; and (4) Standards for facilities and infrastructure, management, and financing.

In general, the expected outcomes of the PAUD program are: (1) increased access and quality of education services for early childhood, so that later they are more prepared to enter education and further stages of life; (2) increasing awareness of local governments, families, parents, and the community on the importance of early childhood education; (3) increased participation and participation of the community in providing education for early childhood and the growth of various similar PAUD programs that are more equitable and of high quality. For this reason, children at an early age must have good growth both physically and non-physically. If the growth of Early Childhood (PAUD) is not good, it is often called stunting.

Stunting causes are closely related to living conditions. The conditions that influence the factors causing stunting include the political and economic conditions of the local area, educational status, community culture, food system, water conditions, sanitation and the environment. The economic status of the family is influenced by several factors, including the occupation of the parents, the education level of the parents and the number of family members. The family's economic status will affect the ability to fulfill family nutrition and the ability to get health services. Children in families with low economic levels are more at risk of stunting because of their low ability to fulfill nutrition, increasing the risk of malnutrition. The low level of parental education also increases the risk of malnutrition in children. The level of parental education will affect parents' knowledge regarding nutrition and parenting patterns, where inappropriate parenting will increase the risk of stunting

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Stunting in toddlers needs special attention including children aged 2-3 years. The growth process at the age of 2-3 years tends to experience a slowdown so that the opportunity for a catch-up to grow is lower than the age of 0-2 years. Age 2-3 years is the age of children experiencing rapid development in cognitive and motor skills. Maximum physical conditions are needed to support this development, where in stunted children motor and cognitive development can be disrupted. Children at this age also need more attention in terms of intake because of higher energy needs and more varied food needs than those aged 0-2 years.

The stunting population in West Java reaches 29.2 percent or around 2.7 million children, so stunting must be a common concern, because it is part of human development," said Rahmat Mulkan while reading the remarks by the Head of the West Java BKKBN Representative, Sukaryo Teguh Santoso during a regional work meeting. the 2019 Cirebon City Population and Family Planning and Family Development (KKBPK) program at the Zamrud Hotel (www.mindedrakyat.com).

Stunting data in Bogor Regency, West Java, which is found in Tiara PAUD there are 5 people, Al Kausar PAUD 3 people and Perwira PAUD 3 people. Based on the above background that the Management of Early Childhood Learning in Handling Stunting Through Inter Professional Education Approaches in PAUD Schools in Bogor Regency has been running but not yet optimal, the researchers are interested in researching in dissertation research entitled Management of Early Childhood Learning in Handling Stunting Through Inter-Professional Approach to Education in PAUD Schools in Bogor Regency).

Theory Understanding

Management is defined as a process because all managers, must perform certain activities that are interrelated to achieve the goals they want. The process consists of management activities; namely planning, organizing, directing and supervising. Planning means that leaders or managers think about their activities before they are carried out. This activity is usually based on various methods, plans, logic not just on guesses or hunches. Planning according to Terry (1965: 27) contains what needs to be done? where? and how ? This basic question requires the leader or manager to take action that requires planning.

Organizing means that the leader or manager coordinates the human and material resources of the organization. The strength of an organization lies in its ability to organize its various resources to achieve a goal. The more coordinated and integrated the work of the organization, the more effective the achievement of organizational goals. Coordination is a manager's vital job. Who should implement? with authority how? and under what circumstances? (Dewantara, 1962) By organizing there will be a distribution of authority and authority, a division of roles that can move the wheels of the organization.

Directing relates to the task of the leader in directing, leading, and influencing his subordinates. Managers do not do all the activities themselves, but complete essential tasks through other people. They do not just give orders, but create a climate that can help subordinates do a good job. Terry's language is that actuating is trying to make workers like to do the work assigned to them with enthusiasm. Supervision is an effort by a leader or manager to ensure that the organization is moving towards its goals.

Controlling becomes a tool to follow the work, to find out whether the planned work is carried out properly, and if this is not the case, immediately take the necessary actions. Planning, organizing, directing and supervising are intended so that organizational goals can be achieved efficiently so that they can meet the expectations of various parties (stakeholders) who have an interest in the organization.

Concept of Education

There are many concepts about education. From an etymological point of view, education comes from the Greek: paedagogie (education), paedagogiek (educational science). The origin of the word "paedagogia" means "association with children". "The genealogy in ancient Greece is that there is a servant who takes and picks up children, looks after and supervises, he is called paedagogos (paedos: low, agoge: I guide, lead" (Armstrong, 1989)

Another source mentions from English: education (acculturation from the Latin "educere" which means "to put something in" (put knowledge into the head: science, the process of entering and head) this term was later standardized by "educate" (meaning to give increase, and to envolve,

to develop, develop) .

In Islam more diverse, in Arabic called tarbiyah, study groups and ta'dhib. (1). MT, the root of "rabb". It means a lot; to educate, nurture, ruler, guard. (Azrin & Foxx, 1974; Badura, Reiter, Altmaier, Rhomberg, & Elas, 1997) explains that "tarbiyah is mentioned 872 times in the Qur'an." (Armstrong, 1989) describes tarbiyah as "insya'al sya'i halan fa halun ila hadd al tamam", developing or growing something step by step until it reaches a perfect limit. . An (Baihaqi & Sohal, 2013; Ballinger, 2006) states that 'the word tarbiyah from the root (raba yarbu), means to increase, to grow, because education contains the mission of adding knowledge to students and growing their potential'. The word Tarbiyah can also be derived from the word rabiya, yarba, to be great, education to raise the soul and broaden horizons. From the word rabba, yarubbu, it means repairing, managing and maintaining. (2).

So many discussions about the origin of the word education from various points of view. However, in principle education is any process in which a person acquires knowledge, develops abilities or skills, instills values, and changes attitudes and cognitive processes which Said refers to as "knowledge acquisition, skills development, values and attitute change, cognitive process" (Barney & Zajac, 1994) Education is a continuous, holistic and sustainable process. Whether it be in the form of knowledge transmission, cultural inheritance, meaning negotiation, or active participation of each individual for efforts to reach maturity, "negotiation of meaning, transmission of knowledge, cultural heritage, active participation, maturity" (Dewantara, 1962)

Education is a process of transforming students to achieve certain things as a result of the educational process they follow. As part of society, education has a dual function, namely a social function and an individual function. Its social function is to help individuals become more effective members of society by providing past and present collective experiences. While its individual function is to enable a person to lead a more fulfilling and productive life by preparing him for the future. Dewey asserted "including it's socialization of the child, and It's facilitation of personal growth" (Dewey, 1923, 1929) Departing from this concept, the purpose of education according to (Dewey, 1929; Drucker, 1954) 4) is "(1) to socialize the young, thereby transforming both the young and the society, (2) to develop the individual in all his or her physical, mental, moral, and emotional capacities". The goals between individual and social development cannot be separated. School as a place to socialize.

Education Management Concept

Visionary Educational, having a clear mission will produce quality outputs. For this reason, it is important to pay attention to the management process or system. Management activities in an educational system aim to implement the teaching and learning process properly. Both regarding curriculum programs which include curriculum administration, delivery methods, evaluation systems, guidance systems, manpower programs, procurement and maintenance of facilities, financing and public relations. As a process of achieving relevant, effective and efficient goals, it is necessary to form a human engineering organization supported by a group of leaders and implementers, educational facilities and tools as well as educational programs with a solid management system.

It is from this mission that the importance of management in education is applied. Education management for now is a matter that must be prioritized. Because this is useful for the continuity of education so as to produce the desired output. The fact that there are currently many educational institutions that have not implemented good management in the management of education. The problems facing our education today include "quality crisis, relevance crisis, corruption and management problems"(Ballinger, 2006; Barney & Zajac, 1994) Not to mention the problem of equity which is still a dilemma, good governance or inadequate governance, and a low level of participation (RENSTRA DIKBUD, 2019). This is where management becomes a necessity. The implementation is still conventional, so it is less able to answer the challenges of the times and seems left behind from modernity. This has resulted in the ideal goals of education that should have been met but could not be realized. Worse, sometimes education managers are not aware of it. Educational management is a process to coordinate various educational resources such as teachers, educational facilities and infrastructure such as libraries, laboratories, to achieve educational goals and objectives.

The purpose of education as stated in Law Number 20 of 2003 Article 4, among others, is formulated:

National education functions to develop capabilities and shape the character and civilization of

a dignified nation in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe and are pious. towards God Almighty, noble, healthy, knowledgeable, capable, creative, independent and become a democratic and responsible citizen.

The macro-objectives of education as contained in educational institutions can be classified in several ways, including the acquisition of knowledge, development of skills or competencies and the formation of attitudes (scientific attitude). These macro-objectives are then translated into various forms of competency fields (competency standards) which can be further broken down in detail and specifically in the form of indicators and what basic competencies are expected from teaching and learning outcomes. One of the targets that can be seen in the field of basic competencies is the value of the final learning outcomes and ranking as the implications of the assessment results. as well as the achievement of learning outcomes related to what has been produced by students, and changes in student attitudes/behaviors after the teaching and learning process. Therefore, education also requires educational management that seeks to coordinate all elements of education to achieve educational goals. In full, education management can be understood as "Science that studies how to organize resources to achieve the goals that have been set productively and how to create a good atmosphere for humans who participate in achieving the goals that have been agreed upon together"(Drucker, 1954; Eisner, 1994)

The resources referred to in line with Education Management are; (1) human resources which include teachers, school principals, administrative staff, students, the community as users of educational services, (2) infrastructure facilities include all facilities that support education implementation activities, and (3) finance is the main support in education implementation activities. related to financing

As with management in general, Education Management includes four main things, namely education planning, educational organization, educational activity, and education control or supervision. In general, there are ten main components of education, namely: students, educators, education staff, educational instruction packages, teaching methods (in the teaching and learning process), educational curriculum, instructional tools & instructional aids, educational facilities, education budget, and evaluation. education. Educational planning is intended to prepare all components of education, so that a good teaching and learning process can be implemented in the implementation of education.

Learning Early Childhood Education (PAUD) The

Golden Age is a time when the child's brain ability to absorb information is very high. Whatever information is provided will have an impact on the child in the future. Although some experts mention slight differences regarding the time span of the golden age, namely 0-2 years, 0-3 years, 0-5 years or 0-8 years, but all agree that the early years of a child's life are golden times. they. Therefore, the Golden Age is often also known as "important times for children that cannot be repeated". In these times, the role of parents is required to be able to educate and optimize children's intelligence both intellectually, emotionally and spiritually. Patience, adequate information, and clear instructions are needed in providing stimulation/stimulation to children during the golden age to optimize their intelligence.

In the National Education System Law, early childhood education starts from 0 to 6 years. What is meant by preschool children are those aged between 3-6 years. According to Biechler and Snowman (1993) these children usually attend preschool and kinderganten programs. Whereas in Indonesia, generally they follow the Child Care Program (3 months-5 years) and Playgroup (age 3 years), while at the age of 4-6 years they usually participate in the Kindergarten (TK) program. In the West it is known as "Early childhood education" as education in early childhood, one of the most impressionable stages in life. According to the NAEYC (National Association for the Education of Young Children), it concerns the attention of children from birth to the age of eight. In contrast to Indonesia, which is only up to 6 years.

Thus, Early Childhood Education is very much needed for the development of education and progress of the Indonesian nation's children so that they are not left behind with the education of children in other more developed countries.

Growth and Development

Patterns of growth and development of physical, cognitive, social, emotional preschool children are very important to understand. To grow means to increase in size. Growing can mean that the cells of the body increase in number or that the cells grow in size. Measuring growth is usually done by weighing and measuring the child's body. Comparatively, carrying out this measurement is relatively easier than measuring a person's social development or personality development.

Growth is influenced by the amount and type of food consumed by the body. The relationship between the food consumed by the body and body growth is of concern to nutritionists. But in fact the growth of the body is not only influenced by the food consumed but also social processes. In other words, growth is not only influenced by the amount and quality of food but also the extent to which the food can be assimilated and used by the body. Whether or not these foods can be absorbed by the body depends also on the health level of the child. Children who have diarrhea, of course the body will not grow to absorb food properly. Children's growth is also influenced by social, psychological development, and by the quality of children's relationships with caregivers that are free from stress.

Child development is not the same as growth. The two (growth and development) are indeed interrelated and in usage the two meanings are often confused with each other. While growth describes a change in size, while development is a change in complexity and function. Development is a process of qualitative change that refers to the quality of the physical organs, not the physical organs themselves. In other words, the development lies in perfecting the psychological functions that the physical organs carry (Fahruroji, 2019; Gage & Berliner, 1979)

That is why early age (especially the age of 4 years and under) is a very decisive period. All early childhood, both boys and girls, have the opportunity to grow and develop optimally according to their potential. Specifically, non-formal PAUD is in the form of play groups (KB), day care centers (TPA) or other equivalent forms in order to foster, grow and develop all children's potential optimally so that they are ready to enter the next level of education. At an early age children's physical, motor, intellectual, and social development occ

urs very rapidly (Battistich & Hom, 1997; Beane, Poepfer, & Alessi, 1986; Graves, 1974) so that experts conclude that success at this time will determine the future of a child. Studies in the field of nutrition also pay attention to aspects of child growth from a nutriological point of view. The formation of intelligence at an early age and in the womb is very dependent on the nutritional intake received. The lower the nutritional intake received, the lower the health status of the child, and the lower the health status of the child, the lower his learning ability.

Preschool Child Development

There are five main developmental domains of children associated with peer relationships. Easily known as SPICE (Social, physical, intellectual, creative, emotional). Social refers to the development of the ability to build partnerships, play with others, cooperate, share and the ability to create relationships. Physical development related to motor skills, intellectual development related to the outside world that surrounds it, creative development related to special things, such as talent; music, art, writing, reading, singing, etc. Emotional or emotions related to the development of self-awareness (self-awareness development), self-confidence (self-confidence), adapting their feelings and understanding.

Along with the above opinion, not sequentially, (Beane et al., 1986; Maimunah, 2009) preschool or kindergarten age children have a number of characteristics that can be seen from the physical, social, emotional and cognitive aspects.

1. Physical Characteristics

a.   Preschoolers are generally very active. Children at this age are very fond of activities carried out on their own accord. Their observable activities are such as; likes to run, climb and jump.

b.   Children need adequate rest. With the active nature, usually after doing many activities children need rest even though sometimes the need for rest is not realized.

c.   The large muscles of preschoolers develop from finger and hand control. Thus, preschoolers are not yet able to perform complex activities such as tying shoelaces.

d.   It is difficult to focus on objects that are small in size so that hand-eye coordination is still not perfect.

e.   Although this child's body is flexible, the skull that protects the brain is still soft so it is dangerous if there is a hard impact.

f.   Compared to boys, girls are more skilled in practical tasks, especially fine motor tasks.

2. Social Characteristics

a.   Children at this age have one or two best friends but these friends change quickly. Their adjustment takes place quickly so they are easy to get along with. Generally they tend to choose friends of the same sex, then the selection of friends develops into a different gender.

b.   Playgroup members are small in number and not well organized. Therefore the group did not last long and quickly changed.

c.   Younger children often play next to older children.

d.   Play patterns of preschool age children vary greatly according to social class and gender.

e.   Disputes often occur, but only last for a short time and then the relationship becomes good again. Boys are more likely to engage in aggressive and contentious behavior.

f.   Preschoolers have begun to have an awareness of gender differences and roles as boys and girls. The impact of this awareness can be seen from the choice of game tools.

3. Emotional Characteristics

a.   Preschoolers tend to express their emotions freely and openly. This characteristic can be seen from the angry attitude that is often shown.

b.   Envy in preschoolers often occurs, so they try to get the attention of others in a scramble.

4. Cognitive Characteristics

a.   Preschoolers are generally skilled in language. In general, they like to talk, especially in groups.

b.   Children's competencies need to be developed through interactions, interests, opportunities, admiration, and affection. (Hetherington, Parke, & Locke, 1999; Humphrey, 2008; Hunkin & Reed, 1986; Huntington) Meanwhile, Santoso (2000) also suggested several characteristics of pre-school children, namely: (a) like to imitate, (b) want to try, (c) spotty, (d) honest, (e)) is cheerful, (f) likes to play, (g) is curious (likes to ask questions), (h) moves a lot, (i) likes to point his account, and (j) is unique.

As individuals who are developing, children have the nature of imitating without considering the abilities that exist in them. It is driven by curiosity and wanting to try something of interest, which sometimes arises spontaneously. An honest attitude that shows the innocence of a child is a trait shared by children. The life that is felt by the child without the burden causes the child to always appear cheerful, the child can move and be active. In this activity, the child also tends to show the nature of his account, by causing what other friends have. Finally, the unique nature shows that the child is a complex individual figure who has differences with other individuals.

Teachers' understanding of children's characteristics will be useful in an effort to create a learning environment that supports children's development. Preschoolers are generally skilled in language. Most of them like to talk, especially in groups. Children should be given the opportunity to talk. Some of them need to be trained to be good listeners.

Definition of Stunting

Stunting (short) or chronic malnutrition is another form of growth failure. Chronic malnutrition is a condition that has occurred for a long time, not like acute malnutrition. Children who experience stunting are often seen as having a normal, proportional body, but in fact their height is shorter than the normal height of children their age.

Stunting is a cumulative process and is caused by inadequate intake of nutrients or recurrent infectious diseases, or both. Stunting can also occur before birth and is caused by very inadequate nutritional intake during pregnancy, very poor food parenting patterns, low food quality in line with the frequency of infection so that it can inhibit growth (Gage & Berliner, 1979; Graves, 1974; Guba & Pride, 1998)

Stunting can be caused by various factors. (Certo, 1990; Cogen, 2006) divides the causes of stunting in children into 4 major categories, namely family and household factors, inadequate supplementary/complementary food, breastfeeding, and infection.

a. Family and Household

Factors Family and household factors are further divided into maternal factors and home environmental factors. Maternal factors include poor nutrition during preconception, pregnancy and lactation, low maternal height, infection, teenage pregnancy, mental health, Intrauterine Growth Retardation (IUGR) and term birth, short birth spacing and hypertension. Home environmental factors in the form of stimulation and activities of children who are not adequate. Insufficient care, inadequate sanitation and water supply, inadequate access and availability of food, inappropriate allocation within the household and low education of caregivers. These factors include: Women of Childbearing Age (WUS) with Upper Arm Circumference (LILA) <23.5 cm, energy adequacy of pregnant women, anemia in pregnant women, maternal height, and birth weight.

1. WUS with LILA <23.5 cm

Insufficient energy and protein intake in pregnant women can cause Chronic Energy Deficiency (CED). Pregnant women are at risk for CED if they have an Upper Arm Circumference (LILA) <23.5cm. SEZ pregnant women are at risk of giving birth to low birth weight babies (LBW) which if not handled properly will be at risk of stunting (Kemenkes, RI 2016). SEZ classification can use the basis of BMI and LILA.

2. maternal energy

energy sufficiency of pregnant women in Indonesia based The Energy Adequacy Rate (AKE) as a result of the 2014 Total Dietary Study (SDT) is more than 50% of pregnant women both in urban and rural areas, their energy intake is 70% AKE (very low) (Ministry of Health RI, 2016).

3. Anemia in Pregnant Women

The most common condition in pregnant women is anemia, especially iron deficiency anemia. This can affect the growth and development of the fetus / baby during pregnancy and after birth. It is estimated that 41.8% of pregnant women worldwide are anemic. At least half of it is due to iron deficiency. Pregnant women are declared anemic if the hemoglobin is less than 11 mg/dl (Conran & Beauchamp, 1975; Dewantara, 1962; Dewey, 1923; Henson, 1995) found that anemia occurred in 37.1% of pregnant women in Indonesia, 36.4% of pregnant women in urban areas and 37.8% of pregnant women in rural areas (Graves, 1974; Guba & Pride, 1998; Hetherington et al., 1999)

4. Maternal height

The nutritional status of parents, especially the nutritional status of mothers, is closely related to the incidence of stunting in toddlers. It can be seen from the short mother, even though the father is normal, the prevalence of stunting under five is definitely high, but even if the father is short, the mother is normal, the prevalence of stunting under five is still lower than the mother who is short. So the nutritional status of pregnant women determines the nutritional status of the baby to be born(Dewey, 1929; Drucker, 1954; Fahruroji, 2019; Gage & Berliner, 1979).
Mother's height is an indicator that serves to predict children affected by malnutrition. The mother's body posture also reflects the mother's height and the initial environment which will contribute to the height of her child. However, there are still many environmental factors that affect a child's height. The results showed that mothers who had short stature had a relationship with the incidence of stunting in their children. This is called the cycle of failure to thrive between generations, where IUGR, LBW and stunting occur from generation to generation from one generation to the next.

5. Birth

weight Low birth weight (LBW) is a baby's birth weight less than 2500 grams. During pregnancy, the growth of the embryo and fetus takes place very quickly, from less than one milligram to about 3000 grams. This rapid growth is very important for the fetus to survive outside the womb. So,

defects or deficiencies that occur during the fetal period are the main cause of poor health and death in infants (Cogen, 2006; Conran & Beauchamp, 1975; Dewantara, 1962; Eisner, 1994)
LBW will carry the risk of death, impaired growth and development of children, including the risk of becoming short if not handled properly(Buring et al., 2009; Canter & Canter, 1992) Babies with a birth weight of less than 3000 grams are 3 times more likely to be stunted compared to babies with normal birth weight. Based on research in Sulawesi, the proportion of stunting in children with birth weight less than 3000 grams is higher than the proportion of stunting in children whose birth weight is more than or equal to 3000 grams.

6.   Maternal Pregnancy Visit

Antenatal care, consisting of at least 1 contact in the first trimester, once in the second trimester and twice in the third trimester.
K4 coverage below 60% (compared to the target number of pregnant women within one year) indicates inadequate quality of antenatal care. Low K4 indicates low opportunity to capture and treat high risk obstetrics. K4 visit is the fourth or more contact of pregnant women with health workers to get pregnancy examinations and health services in the third trimester, gestational age >32 weeks, including history taking, pregnancy examinations and health services, psychological examinations, laboratory examinations if there are indications/needs, final diagnosis (normal pregnancy, disease, complications occur, or classified as high risk pregnancy), attitude and action plan (preparation for delivery and referral).
Based on the description above, it can be concluded that antenatal visits should be carried out at least 4 times during pregnancy with the following distribution of contacts:

(1) At least 1 time in the first trimester (K1), gestational age 1-12 weeks.
(2) At least once in the second trimester (K2), 13-24 weeks gestation.
(3) At least 2 times in the third trimester, (K3-K4), gestational age > 24 weeks.
With good service, high-risk pregnancies can be identified and continued with special care. Quality antinatal services and carried out as early as possible on a regular basis will help reduce the risk of anemia. Briefly service antinatal least 4 times Salama pregnancy, namely:
(1) one time in the first trimester,
(2) 1 time in trimester II and
(3) two times in trimseter III to get service 5T (MOH, 1994)
deploy pelayana Antenatal care are doctors, midwives (midwives in puskesmas, village midwives, midwives in private practice), assistant midwives, nurses who have been trained in prenatal care

7. Family Economic

Status is a form of family lifestyle. Adequate family income will support the growth and development of children. Because parents can provide all the needs of children, both primary and secondary (Huntington; Maimunah, 2009).
According to (Armstrong, 1989; Beane et al., 1986; Blenkin, Edwards, & Kelly, 1997) the prevalence of stunting was highest in the poor group, and in the rich group it was also high, with a ratio of 1:5. The poor use most of their income to meet their food needs (Oktarina, 2012). This is in accordance with research in Semarang that low family economic status is a significant risk factor for stunting in children aged 2-3 years. Children with low family economic status are 4.13 times more likely to experience stunting (Canter & Canter, 1992)
8.Household Members The Number ofnumber of household members has a significant relationship to the incidence of stunting in children under five. Stunting children come from families with more household members than normal children. Research shows that the availability of food for each family member who comes from households with many members is lower than those with few members (Bogdan & Biklen, 1998; Brady, 1990)
9. Education The level of education also determines whether or not a person easily absorbs and understands knowledge about nutrition and health. Knowledge about nutrition is the initial process in changing behavior to improve nutritional status, so knowledge is an internal factor that influences behavior change. Mother's knowledge about nutrition will determine the mother's behavior in providing food for the family. Mother's knowledge about nutrition is one of the factors causing stunting in children(Azrin & Foxx, 1974)also states that mother's education and knowledge are factors related to stunting.

10. Sanitation Conditions and Access to Drinking Water Based on the concept and definition of the Millennium Development Goals (MDGs), households have access to proper sanitation if the sanitation facilities used meet health requirements, including equipped with goose necks, septic tanks/disposal systems. Wastewater (SPAL), which is used alone or together. The housing environment such as living conditions, lack of clean water supply, and inadequate sanitation are factors that can increase the risk of stunting. Water and sanitation have a relationship with children's growth. Children who come from households that do not have good water and sanitation facilities are at risk of stunting. Meanwhile, children of normal height generally come from households that have good water and sanitation facilities. Children who initially experience stunting, if they come from households that have good water and sanitation facilities, they have a 17% chance of achieving a normal height when compared to stunting children who come from households that have these facilities. poor water and sanitation (Ballinger, 2006; Brady, 1990; Campbell & Ramey, 1995)

Definition of Inter Professional Education

Inter Professional Education (IPE) is one of the integrated education concepts to improve collaboration skills. IPE can occur when two or more students study together with the aim of increasing cooperation and quality. IPE is a form of learning which focuses on learning by developing collaboration between two or more for the realization of more optimal student services. IPE is all about trying to understand and respect each other between health professions, with interactions between different professions

IPE is a process in which a group of students or health workers with different backgrounds study together for a certain period of time during the education period, with interaction as the main goal, for collaboration in providing preventive, promotive, rehabilitative, and other health services (Graves, 1974)

Some experts reveal that IPE can be the basis for the formation of collaboration. As well as the opinion of (Huntington; Maimunah, 2009) IPE is a potential thing as a media for collaboration between health professionals by instilling basic knowledge and skills between professionals during the education period. IPE is important in assisting the development of the existing concept of inter-professional cooperation by promoting positive attitudes and behavior among the professions involved in it.

Inter-professional education is thought to be important for developing good working relationships among different professionals by enhancing positive inter-professional attitudes and behaviors (Brady, 1990; Buring et al., 2009) Inter Professional education is an educational activity that uses an interactive learning approach between professionals to develop collaborative practices between educational professions (Fahruroji, 2019)

Inter Professional education teaches to collaborate with other health teams in practice in the field. An important area of interprofessional education is the skills of the facilitator, and having insight into collaboration is important for interprofessional education(Graves, 1974) Gilbert concluded that facilitators need to be trained to provide skills and insights as experience and advisors.

The success of the Inter Professional Education education process in schools cannot be separated from the role of the teacher as an educator and the initiative of students to learn together which can occur if facilitated by the environment such as the system and also the teaching staff.

Inter Professional Education learning is very important because it is not enough for certain health professionals to work professionally. With the current global climate, curriculum models continue to develop from time to time, so it is important for teachers to adjust to each other so that there is harmony in the application of collaboration in the field, where evidence shows that student service with cross-professional collaboration increases success.

From the description of Inter Professional Education above, the author can say that Inter Professional Education (IPE) is an implementation of learning that is followed by two or more different professions to improve collaboration and service quality and its implementation can be done in all learning.

The hallmark of Inter Professional Education (IPE) according to Freeth & Reeves is a change in the mindset, knowledge and behavior of students: (Fahruroji, 2019)

Research Methods

The approach in this research is qualitative which describes and analyzes phenomena, events, perceptions, thoughts of informants or events in PAUD schools in Bogor Regency in a comprehensive, integrative and open manner. This approach is used to "find essential-holistic characteristics based on qualitative starting from the naturalist view that reality is comprehensive, integrated, and open (Cogen, 2006; Dewantara, 1962)

Early Childhood Learning Management in Handling Stunting Through an Inter Professional Education Approach in Bogor Regency so that it has an impact on improving the quality of graduates.

The research method used in this research is a case study method with a qualitative approach, this method is used to solve the problem under study where this research is intended to explore data and information related to Early Childhood Learning Management in Handling Stunting Through Inter Professional Education Approaches in the District. Bogor. To obtain objective data in this study the authors used certain data collection methods and techniques. This method is used in accordance with the main objective of the study, namely to describe the Management of Early Childhood Learning in Handling Stunting Through an Inter Professional Education Approach in Bogor Regency.

Results And Discussion

Based on the results of the study, it shows that 1.   Early Childhood Learning Management Planning in Handling Stunting through an Inter Professional Education Approach in Bogor Regency, West Java Province

Planning the learning process at Tiara PAUD, Al Kausar PAUD and Perwira PAUD Bogor Regency includes syllabus and learning implementation plan (RPP) which contains subject identity, competency standards (SK), basic competencies (KD), competency achievement indicators, learning objectives, teaching materials, time allocation, learning methods, learning activities, assessment of learning outcomes, and learning resources.

Syllabus

The syllabus as a reference for developing RPP contains the identity of the subject or subject theme, SK, KD, learning materials, learning activities, indicators of competency achievement, assessment, time allocation, and learning resources. The syllabus is developed by educational units based on Content Standards (SI) and Graduate Competency Standards (SKL), as well as guidelines for the preparation of the Education Unit Level Curriculum (KTSP).

Learning Implementation Plan

RPP is described from the syllabus to direct student learning activities in an effort to achieve KD. Every teacher in the education unit is obliged to compile a complete and systematic lesson plan so that learning takes place interactively, inspiring, fun, challenging, motivating students to participate actively, and providing sufficient space for initiative, creativity, and independence according to their talents, interests, and abilities. physical and psychological development of students. RPP is prepared for each KD which can be carried out in one or more meetings. The teacher can design a lesson plan for each meeting that is adjusted to the schedule in the education unit.

Components of the lesson plan include: Identity of subjects; Competency standards; Basic competencies; Learning objectives; Teaching materials; Time Allocation; Learning methods; Learning activities (Introduction, Core and Closing); Indicators of Competence Achievement; Assessment of learning outcomes (procedures, techniques, types and instruments of assessment) and learning resources; (The RPP components are prepared by taking into account the substance linkages between the components developed).

The formulation of learning management for handling stunting in Bogor Regency begins with an analysis of the school environment and the environment outside the school, and is continued by examining various strengths and weaknesses that are owned and experienced by the school. Decision making and organizational policies are based on the spirit of deliberation so as to

facilitate the control and utilization of various available resources, and bring optimal results. The process of empowering all school resources is carried out both managerially and organizationally, which is manifested in the division of tasks and authorities as well as detailed responsibilities in carrying out their respective duties, and written on the job description approved by the school.

This has an impact on the efficiency of the implementation of the tasks and workload assigned to each personnel, which in turn increases their passion and enthusiasm for work. From the work enthusiasm that is motivated by the formulation and implementation of the programmed activities, it fosters a conducive work atmosphere and culture so as to allow the implementation of learning and management of various potentials and administration to run optimally, as expected.

From the results of the analysis of the vision, mission, goals, PAUD. Mission and achievement goals are usually formulated in advance compared to the vision. Goals and targets are then formulated after the mission and goals are perfectly and realistically structured. After obtaining the targets and targets, then the activity programs, the amount of funding and the time and personnel for implementing them are formulated. The formulation is carried out jointly by involving all internal school personnel, plus PAUD external personnel.

In addition, the formulation prepared by PAUD has also adopted the competency standards outlined by the education and health offices, as well as the competencies required by the business world and industry. The formulation is contained in the curriculum, which is then applied in the implementation of PAUD. From this formulation, it is also evident that there are conceptual plans related to the empowerment of all school members, to produce graduates who are competitive and in accordance with the needs of the business and industrial world, and are in sync with the minimum competencies required by higher education levels.

c. Implementation of Early Childhood Learning Management in Handling Stunting through Inter Professional Education Approach in Bogor Regency, West Java Province.

The implementation of Early Childhood learning management in handling Stunting through the Interprofessional Education Approach in Bogor Regency, West Java Province in empowering PAUD which is oriented to graduate quality excellence, is carried out oriented to the strategy formulations as described above. All PAUD personnel and programs are directed towards preparing students to become graduates with good character.

The implementation of learning really emphasizes efforts to improve the competencies needed by stakeholders and in accordance with the competency standards outlined by the education office. In order for student competencies to truly match the competencies expected by stakeholders and to see the extent to which students are prepared to enter the real world, efforts are made through the existence of a religious practice program, where students are actually immersed in the real world, but are still under the supervision of the PAUD.

From this it can be seen the pluses and minuses of students' competence and whether they are ready to enter the world of life. After the practice of religion, reflection is held on students as an effort to improve various shortcomings, including their character.

In line with that, the head of PAUD gives authority to all personnel to carry out the tasks that have been assigned in accordance with the structure and job description of each. Quality cultural values are developed in management based on the professional behavior of all PAUD citizens. The professional behavior of educators and education staff who are supported by the leadership of professional school principals, in the form of discipline, honesty and example, really helps to foster quality cultural values which in turn have an impact on PAUD empowerment.

The implementation of empowerment aspects is realized in line with the implementation of learning management in the form of: forming a smaller group structure by partitioning a large part of the education program on smaller goals and programs both in terms of the size of the responsibility and the breadth of the program coverage; transferring between responsibilities, by compiling an organizational structure that is in accordance with the potential and opportunities of the school, which is then followed by an explanation of the organizational structure and job description; implementation of leadership in a participant that is carried out starting from the head of PAUD, teachers and staff as a whole is a facilitating agent in addition to being an agent of educational services for both students and the community; the relationship process carried out by all leaders and implementers of education programs in PAUD, is democratic; a scientific approach that supports a person's change to change, so that he can motivate himself to advance himself and his environment.

 d. Assessment of Early Childhood Learning in the handling of Stunting through the Inter Professional Education Approach in Bogor Regency, West Java Province.

Assessments were carried out by PAUD Tiara, PAUD Al Kausar and PAUD Perwira teachers in Bogor Regency both in the learning process and outside the learning process, namely in the school environment. The assessment was conducted to determine the learning outcomes in stunting handling. This assessment is a series of activities for data information about the process of student learning outcomes that is carried out continuously and continuously so that it becomes meaningful information in making decisions about handling student stunting. Assessment in the learning process has been stated in the lesson plans that have been prepared by the teacher.

The assessment used refers to the 2013 curriculum. Assessment in the 2013 curriculum is an assessment based on student competence which includes knowledge, skills and attitudes. Assessment is carried out during the learning process and at the end of the lesson. The focus of the assessment is the success of students in achieving predetermined competency standards. The benefits of the assessment are to determine the progress and difficulties of student learning, provide feedback, improve learning activities, motivate teachers to teach better and motivate students to study harder.

The criteria used by the three PAUDs, especially assessments in physical education and health are a comprehensive assessment of various aspects of students, the assessment is not only based on intellectual ability or academically, but the behavior of students in their daily life cannot be separated from the assessment of the physical education teacher, including noble character, discipline, personality, physical and spiritual health including stunting with an Inter Professional Education approach. Basically, the ultimate goal of education is to develop the potential of students to become human beings who believe and are devoted to God Almighty, have noble character, are healthy, knowledgeable, creative and independent and responsible.

4. Problems faced by Early Childhood Learning Management in Handling Stunting through an Inter Professional Education Approach in Bogor Regency, West Java Province.

The problems faced by teachers as educators in improving the quality oflearning management in handling stunting through the Inter Professional Education Approach in Bogor Regency, West Java Province are as follows:

early childhooda. PAUD school management does not pay attention to the condition of students who experience stunting so that the stunting problem does not well served.
b. There is no collaboration with the Puskesmas Doctors and local nutritionists so that PAUD students who experience stunting have not been handled properly.
c. There is no PAUD school program whose activities are aimed at handling students who experience stunting.
d. There is no cooperation with the local health center doctors in dealing with students in the PAUD.

Another problem faced by teachers as educators in improving the quality of early childhood learning management in handling stunting through the Inter Professional Education Approach in Bogor Regency, West Java Province, it is necessary toout a SWOT analysis which the author will describe as follows:

a. Strengths and Advantages

1)   Structure. The organizational structure is built to reflect the strength of human resources and empowerment and governance of working relations based on comprehensive needs criteria through a mechanism of deliberation and consensus with the school committee and the teacher council by prioritizing proportional and professional aspects in the division of tasks and positions not based on the aspect of equity, making arrangements the organization becomes leaner, more effective and efficient. A strong organizational structure is a source of strength in exploring the potential of human resources at PAUD in Bogor Regency. A strong organizational structure makes it easier for teachers personally to achieve their goals. (http;//id/Wikpedia.org.wib./human resource management).
2)   Staff. In this case the staff includes educators and education staff as well as other employees. Staff is closely related to the ownership of the competence of educators and education personnel. The elements of competence that must be possessed consist of motives, traits, mastery of concepts, abilities and knowledge. Good competence will produce good performance. (Dewey, 1923) Professional teacher standards must be directly proportional to the ownership of

the elements of competence.

Good personality traits, formal juridical teaching authority for PAUD education unit level is at least S1-PAUD strata, in this case it is in accordance with academic qualifications. This is in line with the demands of Law Number 14 of 2005 concerning Teachers and Lecturers, that teachers are required to have academic qualifications, competencies and educational certifications.

3) Style. Style is closely related to the pattern of leadership behavior as a form of competency ownership that is applied in productive performance. The competencies in question are the main competencies of teachers which include pedagogic, personality, social and professional competencies. Teachers who have these competencies deserve to be called competent as professional teachers. Professional teachers are visionary types of teachers. Words, attitudes and actions must be integrated as a whole.

b. Problems and Weaknesses

1) The school system is less professional. The information and communication system that was built could not be implemented consistently. In managerial terms, the system does not show the systemic functions of planning, organizing, implementing and monitoring. The weakness of this system cannot be separated from the role of the principal as a top leader and manager who is less able to carry out systematic and integrated supervision, this can be seen from the system of governance relations of work relations which seem to rely on one another. Punishment and reward systems are difficult to implement objectively, because the system used is not clearly directed. The weaknesses of the system developed at PAUD in Bogor City are as follows: (a) School management is more centralized, making teachers less flexible to develop their competencies to improve performance and quality of learning outcomes. (b) The coaching system carried out by school principals and supervisors is not based on the needs of students and teachers. (c) SIM through the use of ICT has not been effective. (d) In general, the learning method is still teacher-centered. (e) The supervision system is less comprehensive and not optimal. (f) Lack of attention to rewards and punishments.

2) Weak strategy. Strategy is closely related to how to achieve a goal. Teacher performance will be effective and productive if it is supported by the ownership of an accurate strategy. Weak strategies for making teacher performance in learning outcomes activities make the enthusiasm of students less responsive, subject matter less easily absorbed. This is due to: (a) the low quality of excellent teacher service to students. (b) The seating arrangement is not in accordance with the characteristics of students. (c) The development of the 2013 curriculum has not been in accordance with the needs of students and the community. (d) The teacher professionalism development program has not been maximized. .(e) The net work with the school committee is not yet compact. (f) MGMP is not empowered.

3) Skills. Skill weakness is closely related to the weak competence and intellectuality of teachers. Weak skills affect the pattern of teacher performance in implementing learning outcomes. Learning outcomes activities become less interesting and meaningful, more monotonous. The provision of stimulus was not responded to by students because the role given by the teacher was less attractive. This is in line with Miller and Dollar in Hall, Calvin, that students will respond to learning materials if the teacher has the skills to provide stimulus to students. (Gage & Berliner, 1979)

4) Shared value. This relates to the personality of the teacher in carrying out his duties. Teachers are able to display personality competencies to be a balancing spirit for other competencies. Weak personality elements are characterized by decreased work motivation, work discipline, work orientation on values, always haunted by anxiety and fear. This is in line with (Campbell & Ramey, 1994, 1995) that one of the factors that makes performance weak is an element of personality that is less stable.

c. Opportunities

1) Politics. Law number 20 of 2003 on the National Education System. The National Education System is a formal juridical basis for making an improvement in the quality of education in general. The rapid flow of globalization needs to be able to bring about a shift in values in society from a lifestyle of mutual cooperation to an individualistic lifestyle. This solution needs to be addressed through education so that the community responds to these challenges. The national education system must be able to provide guarantees for the democratization of education, including equal distribution of education, providing opportunities for all levels of society to study, improving the

quality of education. Government Regulation number 19 of 2005 concerning National Education Standards. The operational description of the National education system is contained in various Government Regulations covering eight national education standards including content standards, processes, graduate competencies, educators and education personnel, infrastructure, management, financing and assessment standards. With these 8 standards, all aspects of education can be easily measured. Permendiknas Number 16 of 2007 concerning Standards for academic qualifications and teacher competencies. Increased learning outcomes cannot be separated from competent teacher resources. To see whether or not they are operationally competent, it is regulated in Permendiknas Number 16 of 2007 concerning Standards for academic qualifications and teacher competencies. Teacher performance will be good if they have the main competencies, namely pedagogic, personality, social and professional competencies that are integrated in the performance of professional teachers. Law number 14 of 2005 concerning Teachers and Lecturers. Law number 14 of 2005, especially Article 8, states that teachers must have academic qualifications, competencies and educational certifications that are supported by physical and spiritual health. This is a formal standard criteria for professional teachers.

2)   Technology. The development of technology is a demand for teachers to be able to master and apply technology in improving the performance and quality of learning outcomes. The application of software and hardware in IT-based learning methods is a new hope for improving the quality of learning outcomes.

d. Challenges (Treaths)

1)   Politics. Political crises and prolonged trust make the situation less comfortable and policies are always changing. Educational policies tend to be the product of political policies.

2)   Economy. The prolonged economic crisis due to the COVID-19 pandemic has increased poverty and unemployment rates and increased dropout rates even though their position is close to the capital city of the Republic of Indonesia and teacher welfare is still low. People's lifestyles are increasingly consumptive and materialistic.

3)   Social. There is a shift in social and cultural values in society. Lack of public awareness of education. The high social inequality in society, especially in the material aspect.

4)   Future Trends. The performance of PAUD teachers in improving learning outcomes has two tendencies, namely positive and negative tendencies. A negative tendency will occur if the mentality of a low teacher is always associated with work with material, then in the future there will be a pattern of capitalism working where all work behavior aims to seek material, because happiness is in the material. This will have an impact on educational products that are secular and materialistic and the cost of education will be quite high so that there can be gaps in the distribution of education. Positive tendencies will occur if performance is based on sincere intentions, oriented to worship.

To overcome the problem of weaknesses and various tendencies in applying Competency Standards by PAUD leaders, it is necessary to take the right managerial approach and strategy so that all obstacles can be overcome properly. In the institutional context, education implies that all PAUD resources include: (1) PAUD head leadership. (2) Educators and education staff. (3) Financing. (4) Educational infrastructure facilities. (5) Students. (6) PAUD management information system. (7) Parents of students and the community. (8). PAUD external environment. (9) Network work. Everything supports each other, fills and complements like links in a chain. All the components of PAUD mentioned above are implemented and described in learning activities which are routinely carried out by teachers in turns.

The teacher before carrying out learning activities first makes preparations by preparing annual programs, semester programs, syllabus, lesson plans, assessment instruments and so on. The planning that has been prepared based on the analysis of the needs of students and teachers is organized proportionally and then implemented in the activities of the teaching and learning process. In order for the planning and implementation of learning to identify weaknesses and strengths, it is necessary to assess the learning process and results so that all deficiencies can be overcome quickly. Supervision needs to be done so that the two components can run well according to the plan so that the goals will be easily achieved.

To overcome problems in applying the Teacher Competency Standards, it is necessary to develop a good plan to avoid repeated mistakes and errors. The basic concepts of planning in education

include changes in the educational environment, the needs of educational organizations, systems and theories used in preparing a plan. Systemic planning has enormous benefits for the application of teacher competency standards in balancing supply and demand. This is in line with (Harnack, 1968) namely (1) Balancing uncertainty. (2) Increase the savings of operations. (3) Focus on the goal. (4) Provide control facilities.

Conclusion

Based on the results of research on Early Childhood Learning Management in handling Stunting through the Inter Professional Education Approach in Bogor Regency, West Java Province, the following conclusions can be drawn

a) General Conclusions

Early Childhood Learning Management in handling Stunting through Inter Professional Education Approach in the Regency Bogor, West Java Province, through the management of two main activities, learning in PAUD to develop character and student health as well as activities to increase student nutrition through the four healthy five perfect program every Wednesday and balanced nutrition activities every Friday as well as health services from the Puskesmas local. Early Childhood learning management in handling stunting through the Inter Professional Education Approach in Bogor Regency, West Java Province begins with the preparation of RPPH and RPPM and is based on health and quality learning processes in PAUD schools.

b) Specific Conclusions

1. Planning for early childhood learning management in handling stunting through the Inter Professional Education Approach in Bogor Regency, West Java Province, begins with the teacher analyzing KI/KD, syllabus, teacher books and student books. The teacher's book as a guide for learning steps is used as a reference in preparing RPP by inserting positive character and health as student attitude competencies that must be possessed.
2. Implementation of early childhood learning management in handling stunting through the Inter Professional Education Approach in Bogor Regency, West Java Province through classroom learning. Class teachers carry out the learning process with steps of normative learning activities according to the syllabus and lesson plans, including very good qualifications. Each face-to-face learning begins with preliminary activities, core activities and closing activities.
3. Assessment of Early Childhood Learning in handling Stunting through the Interprofessional Education Approach in Bogor Regency, West Java Province. In the assessment stage, PAUD teachers carry out two types of assessments, namely process assessment and student learning outcomes assessment. The assessment of the learning process uses an authentic assessment approach to assess student readiness, learning processes and outcomes as a whole. Assessment of the learning process is carried out during the learning process using tools: observation sheets, self-evaluation sheets. Assessment of learning outcomes is carried out at the end of the lesson unit with an oral or written test. The final assessment results are obtained from the results of the process assessment and learning outcomes assessment. The integration of process assessment and assessment of learning outcomes, describes the achievement of student learning competencies, both attitudes, knowledge and skills. The results of the authentic assessment are used by PAUD teachers to plan remedial and enrichment programs.

4. Problems Faced in Early learning Management

childhood in handling stunting through the Inter Professional Education Approach in Bogor Regency, West Java Province, (1) the availability of less time allocated for learning in one week, to shape students' character and health is not enough just with three hours of lessons, especially the problem of moral crisis must be addressed and observed with optimal character development and health. (2) the lack of synchrony between formal education and PAUD, can be an obstacle to character building and student health. It becomes a big difficulty in fostering the character and health of students if it is not supported by support from parents at home, because there are often differences in parenting styles for students at home and education applied at school.

5. Solutions To Overcome Early Childhood Learning Management In

handling Stunting through the Inter Professional Education Approach in Bogor Regency, West Java Province, (1) PAUD makes every effort to fortify students and all elements in PAUD with noble character, character, positive and healthy character through well-programmed habituation and exemplary activities. (2) PAUD strives to continue to develop an independent curriculum based on health and noble character.

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GENERAL COMMENTS

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