

OPTIMIZATION OF COMMUNITY-BASED EQUIVALENCY EDUCATION PROGRAMS FOR FOSTERED CHILDREN IN CLASS 1 CHILDREN'S SPECIAL DEVELOPMENT INSTITUTION TANGERANG

Husnul Khatimah^{*1}, Ali Muhammad²

Politeknik Ilmu Pemasarakatan^{*1,2}

Email: unulkhaaa@gmail.com^{*1}, alimuhammad32@gmail.com²

Abstract

The purpose of this research is to be able to describe the factors that influence the implementation of the education program at LPKA. The theory used in this study uses the theory of education with a qualitative descriptive research method which aims to be able to describe cases, problems and realities widely and deeply. The techniques used in data collection are observation and interviews. The results showed that the crucial aspect in education theory shows the nature of students where there is a low sense of desire of students in learning, so that the education program cannot run optimally. The conclusion of this study is that the factors that can influence the education program to be optimal are running well, but there are factors of the nature of students that are not implemented properly so that the implementation of learning by educators is hampered in its implementation.

Keywords: Equivalency Education, Coaching Institution, Children

Abstrak

Tujuan penelitian ini untuk dapat mendeskripsikan faktor yang mempengaruhi pelaksanaan program Pendidikan di LPKA. Teori yang digunakan dalam penelitian ini menggunakan teori Pendidikan dengan metode penelitian deskriptif kualitatif yang memiliki tujuan untuk dapat menggambarkan kasus, permasalahan serta realita secara luas dan mendalam. Teknik dalam pengumpulan data yang digunakan adalah observasi dan wawancara. Hasil penelitian menunjukan aspek krusial dalam teori Pendidikan menunjukan hakikat anak didik dimana ditemukannya rendah rasa keinginan anak didik dalam pembelajaran, sehingga dalam program Pendidikan tidak dapat berjalan secara optimal. Kesimpulan dari penelitian ini adalah faktor-faktor yang dapat mempengaruhi program Pendidikan agar optimal sudah berjalan dengan baik, namun terdapat faktor hakikat anak didik yang tidak dilaksanakan dengan baik sehingga dalam pelaksanaan pembelajaran oleh tenaga pendidik menjadi terhambat dalam pelaksanaannya.

Kata kunci: Pendidikan Kesetaraan, Lembaga Pembinaan, Anak

INTRODUCTION

Children are a gift from God, and they will be part of the next generation of the nation. They will become human resources that have a role in the development of the nation in the future, childhood forms the character and disposition of a person who is worthy. In

adolescence children are usually looking for their identity, deviations in children's attitudes and behavior can be influenced by many factors such as unstable children's thinking, rapid development of information and communication, rapid development growth, the development of science and technology, and the transition of life styles and habits that bring transformation in social life which greatly influences children's behavior (Hartono, 2022a). The more the absence of supervision, the easier it is for children to fall into criminal acts, children who commit crimes are not because of their own desires but there are many factors in it such as the nuclear family, the environment where children live, friends of the child's age and others. According Widjojo & Gunawan, (2020), delinquency is a social pantological symptom caused by social neglect. "Children in conflict with the law are children who have reached the age of 12 (twelve) years, but have not reached the age of 18 (eighteen) years", and those suspected of committing a criminal offense." "A child in conflict with the law is a child who has reached the age of 12 (twelve) years, but has not yet reached the age of 18 (eighteen) years Law No. 11/2012 promulgated refers to the Juvenile Justice System". Although the child's case has been decided by the court and the child is now involved in a criminal offense, he or she is still entitled to the opportunity to learn (Hyunanda, 2021).

In 2012, the government paid attention to formal education for children in conflict with the law (ABH). In LPKA itself, education for children must be held, this obligation is explained in Law Number 11 of 2012 in article 85 paragraph 3 which reads that LPKA is obliged to prepare education, training for children, guidance for children and fulfillment of other rights in accordance with predetermined legislation. By providing fostered children with education at LPKA (Child Special Development Institution), it means that when fostered children return to the community they can become a whole child, become a moral child, have a noble and noble character, obey the rules in accordance with existing laws and local customs, legal awareness so that children realize their mistakes and can know what is good and does not harm themselves or others so that they are not prosecuted again.

Formal education, informal education and non-formal education are three types of education available within the territory of Indonesia. In point 11 of Chapter I Article 1 of Law No. 20/2003 on the National Education System, it is stated that formal education is a structured and tiered education path consisting of primary, secondary and higher education. This concept can be found in the 2003 National Education System (Agustina et al., 2024). This is because formal education is characterized as an education pathway that can be broken down into three separate stages, namely primary school education, secondary school education and higher education. This is because formal education has been around for a long time. Formal education consists of three stages: primary school, which students attend for a total of six years; secondary education stage, which students attend for a total of three years; and finally, higher education stage, which students attend for a total of three years. At each level, there is an ideal age: primary school children are on average 7 years old - 12 years old, junior secondary education children are 13 years old - 15 years old, and finally, senior secondary education children are 16 years old - 18

years old. In general, children aged 11-12 years experience an identity crisis commonly known as self-discovery (Ahmad et al., 2023).

Non-formal education in Article 26 paragraphs 1 to 2 of Law no. 20 of 2003 explains the national education system that

1. In order to support education, non-formal education is provided for people who need education which aims to supplement, replace, or improve formal education.
2. The purpose of non-formal education is to foster the development of children's potential by emphasizing the cultivation of children's knowledge and practical talents, as well as the cultivation of professional attitudes and character (Hartono, 2022b).

Non-formal education itself is in the form of tutoring, group learning, community learning centers, and other similar education. Informal education is family and neighborhood education.

The place for foster children to carry out their punishment has a program that carries out the function of coaching by running a formal education program, namely LPKA Class 1 Tangerang. The results of the previous study obtained data that this LPKA provides formal education starting from elementary, junior high and vocational schools, PKBM packages A, B, and C. As an institution that has the responsibility of fostering children in conflict with the law, LPKA has a big task in increasing children's desire to learn. LPKA Class 1 Tangerang has run a formal education program, namely elementary and junior high schools and non-formal education in packages A, B, C under the Special Foundation.

The coaching provided to fostered children at LPKA Class 1 Tangerang is not a form of free time so that fostered children have activities and wait until the child's criminal period ends, but it is prepared so that fostered children have preparation in the form of skills or expertise when returning to the community. In this case, it has the intention and purpose that the skills or expertise obtained can be further developed to find a life and a place to live that is in accordance with the path not through criminal acts committed. The skills or expertise are obtained through education that is followed while in LPKA Class 1 Tangerang.

METHOD

This study uses a qualitative method to discuss the implementation of the program to be studied, after which it explores theories, journals or other media (Juniatmoko, 2019). Data collection through interviews or other informants. This research is descriptive qualitative which has the aim of describing a case, problem, facts and realities that exist widely and deeply. So as to get a new understanding and qualitative methods become more appropriate and appropriate.

RESULTS AND DISCUSSION

Based on the results of research conducted in the field regarding the PKBM Education program at LPKA Class 1 Tangerang, therefore researchers made direct observations whether PKBM Education at LPKA Class 1 Tangerang was running optimally. Based on

Law No. 11 of 2012 article 85 paragraph 3 states that LPKA is obliged to prepare education, training for children, guidance for children and fulfillment of other rights in accordance with established laws. By providing education to foster children, it can be related to the purpose of the concept of punishment itself, namely to restore “prisoners” as whole human beings. LPKA has the goal that when the foster children return to the community, they will become moral children, have noble and noble character, obey the rules in accordance with the applicable laws and local customs so that the children realize their mistakes.

LPKA Class 1 Tangerang itself has an equivalency education that is carried out within the LPKA, namely the Special Community Learning Activity Center. LPKA Class 1 Tangerang is one of the technical implementation units in the field of corrections that provides guidance to foster children. When viewed from the age range of children, children are still at school age but with the conditions of children who are facing the law and undergoing a criminal period in a special children's development institution. Therefore, the role of equivalency education is one way for children to continue their education in the same way as other children their age. PKBM Istimewa has a total of 3 directors and 9 teaching staff with several subjects such as Economics, English, Religion, PPKN, Biology, Indonesian, Mathematics, Sociology, and Computers. LPKA Kelas 1 Tangerang has a SEKUMIS program or Pro-Community Special Public School which is one of the innovations in forming an integrity zone towards a corruption-free area and a clean bureaucratic area serving, because this program can contribute to the surrounding community in education that is free of charge and has a quality that is not less competitive.

PKBM Istimewa has several learning programs, namely Package A Education, Package B Education and Package C Education which are conducted face-to-face and online (online learning) using zoom meet. Not only package education programs are available, but there are also skills programs such as independent businesses in the form of flower mats/canvases and others, animal husbandry skills, namely catfish cultivation. In running the education program, PKBM Istimewa collaborates with the government, namely the Tangerang City Education and Culture Office, the PKK at the urban village and Tangerang sub-district levels. In this study, the researcher also observed the activities of foster children in the education program at LPKA Class 1 Tangerang in the form of:

1. Implementation of teaching and learning for foster children

The implementation of teaching and learning is related to the theory of interactional education, which is based on the idea of social beings who need to cooperate and interact with other humans (Aladdin & Alfathan, 2022). Interaction between the two parties, namely teachers and students or students and teachers. The implementation of teaching and learning in PKBM Istimewa itself uses two methods, namely face-to-face learning (Offline) accompanied by educators with their respective study programs and online learning (Online) using the Zoom Meeting application.

2. The nature of students

According to Cuerdo-Vilches & Navas-Martín, (2021), there is a crucial aspect in education theory, namely the nature of students in education where there is a sense of desire for students in learning, the role of students, and how children can develop the potential that has been given by educators or third parties who have collaborated with PKBM Istimewa. Observations in the field found that the desire to learn is not present in the children, where in its implementation the children must be called and reminded to study or just read a book. According to the informant, children lack enthusiasm or motivation to participate in learning because many children in the community do not follow compulsory education as directed by the government. According to the guidelines for implementing the education program, one of the criteria for the success or failure of the education program can be seen that 80% or more of the fostered children actively participate in the education program.

The fostered children should be able to take advantage of the facilities provided by LPKA Class 1 Tangerang in continuing their education while in the penitentiary following activities to help increase the potential of teaching and learning in formal subjects with existing educators and can develop creativity in the fostered children by following independent skills and or fostered children's skills in farming. The role of students in participating in learning is to undergo or follow the education program provided by LPKA Class 1 Tangerang, this can be seen in the results of interviews with informant 2 who said that he would borrow books in the library and take them to his room. The position of students in education as recipients of facilities provided by PKBM at LPKA Class 1 Tangerang, such as books read by foster children in the library, facilities in the form of table chairs in the implementation of teaching and learning, and the most important thing is the facility of educators from outside or within LPKA Class 1 Tangerang.

3. Transmission

In transmission, it explains how the education process runs, the education process itself according to Muhamad, (2022) which in essence is an activity that directs all components of education by educators in accordance with the rules in order to achieve the objectives of education. In PKBM Istimewa itself has a goal of supporting government programs in fulfilling citizens' rights to proper education and in accordance with standards. Indonesia itself refers to 8 (eight) national education standards called SNP which consist of graduate competency standards, process standards, management, educators and education personnel, evaluation, financing and facilities and infrastructure.

The educational process has several functions, namely in the form of:

- a. Education as a cultural transformation process. Fostered children who already have certain habits before entering into a special child development institution. Habits such as prohibitions, recommendations, how to eat, attitude and others. If seen from the results of observations while in the field that children will have a more organized and disciplined life. It is clearly seen from the way children eat together by starting with prayer first.

- b. Process in personal formation. In this case the education process is systematic and directed to the formation of the personality of the fostered children. The systematic education process takes place through continuous stages in all conditions with a supportive environment. The results in learning will appear in changes in behavior as a result of the learning they do. With the knowledge and skills that have been facilitated by the Special Development Institution for Children Class 1 Tangerang, foster children will increase their mastery of attitudes and values. In terms of education in the Special Development Institution for Children, although children are in a coaching institution or *common* people recognize as “prison”, it does not result in the government's objectives in the National Education System Law Number 20 of 2003 not being carried out.
- c. Changes in personal formation are classified into 3 namely cognitive, affective and psychomotor. In the process of personal formation of fostered children, fostered children can be said to be in the process of achieving the goals of PKBM Istimewa if the fostered children in the implementation of learning their thoughts and feelings are active. This is because their thoughts and feelings cannot be understood by other people such as teachers/educators, LPKA staff or other third parties. The process of personal formation will run well if the child himself actively asks, responds, answers questions from the teacher / educator, joint discussions. This can be seen by teachers / educators / LPKA employees.
- d. Education as a process of preparing citizens One way to educate foster children to become good citizens is to provide them with education. As a good citizen, you know the rights and obligations that have been stipulated in the 1945 constitution article 27 which reads “All citizens are equal in law and government must uphold the law and government with no exception” which can be interpreted that in the eyes of the law there are no exceptions including age. Fostered children who are in the Special Development Institution for Children need civic education by instilling a sense of love for the homeland, providing education to children about the laws in Indonesia so that children can know the legal boundaries in Indonesia and not break the law again.
- e. Education is the preparation of the workforce. Education is not only in the form of academics but education can be in the form of work skills activities to prepare children's skills. Fostered children who are in the Special Development Institution for Children are facilitated with independent skills and skills in managing livestock.

In the education process, there is a function in the form of education as a cultural transformation process, this can be seen during field observations of the changing habits of fostered children such as eating together, not chatting too much, this shows the attitude when at the dining table. The second is in the formation of children's personalities where this will go well if the child responds back, during interviews with 5 foster children not all foster children can respond to questions actively there are still foster children who

close themselves and are rigid. Third, the foster children are prepared to become good citizens by learning about the rules. Finally, the fostered children are able to prepare themselves to be able to improve their abilities and skills from the skills program that has been facilitated by LPKA Class 1 Tangerang.

4. Social

Education cannot be separated from society because in the education process it is necessary to observe whether the existence and development of education has an effect or not (Kurosu, 2021). Based on the results observed in the field, the existence of PKBM at LPKA Class 1 Tangerang is very much needed for fostered children, this is shown by the findings from an interview with informant 1 who stated:

"Yes, because the children here lack education. There are those who are 17 years old who have just entered elementary school, there are those who get here who also cannot read, finally we teach them to read, sometimes they are afraid because if they are outside they have no fear...."

It can be interpreted that the existence and development of PKBM Istimewa Education in LPKA Class 1 Tangerang is very influential, although in its implementation it requires encouragement to the fostered children so that in the children there is motivation and desire to participate in learning.

5. Opportunities

The targets and targets in the implementation of education at LPKA Class 1 Tangerang are foster children who are serving a criminal period.

6. Policy

This policy relates to the ongoing agreement between LPKA Class 1 Tangerang and PKBM Istimewa. PKBM Istimewa is under the Special Education Foundation with legality number 421.10/Kep.22/PKBM/KBC.TNG/2020.

CONCLUSION

In the implementation of research on the Optimization of the Community-Based Equivalency Education Program for Fostered Children at the Tangerang Class 1 Child Special Development Institution, it can be concluded that in the implementation of the PKBM in the Tangerang Class 1 Correctional Facility, it has been running in accordance with the existing SOP, but in every activity there are obstacles that occur in it so that the implementation is not optimal. This research uses the theory of Education where there are several crucial aspects in the form of: a) Implementation of teaching and learning for foster children, b) The nature of students, c) Transmission (The Education Process runs), d) Social. In the implementation of PKBM there are factors that can influence the learning process to run optimally such as, having adequate facilities and infrastructure in the implementation of learning ranging from classrooms, libraries, workshops for vocational students, and computer labs that are used by students if there is a practice or exam. The availability of educators/teachers/tutors totaling 9 educators with their respective fields of study, but the educators and the fostered children themselves experience difficulties in

carrying it out. The obstacle felt by educators / teachers is the low motivation of children in participating in learning, this is related to the guidelines for implementing the Education program which says that the success or failure of the Education program if 80% of children actively participate. Meanwhile, the obstacles felt by the assisted children are boring learning and for PKBM Istimewa children are rarely accompanied by educators/teachers.

BIBLIOGRAPHY

Agustina, N. D., Us, K. A., & Sya'roni. (2024). KEBIJAKAN PENDIDIKAN PEMERINTAH INDONESIA ERA REFORMASI SERTA PENGARUHNYA TERHADAP PENDIDIKAN ISLAM DI INDONESIA. *Jurnal Kajian Pendidikan*, 6(3), Article 3. <https://journalpedia.com/1/index.php/jkp/article/view/2636>

Ahmad, D. Z., Gunawan, A., Suryana, A., Suherni, E. S., & Mulyani, S. (2023). Pelaksanaan Supervisi Pendidikan dalam Meningkatkan Kualitas Pembelajaran. *Studia Manageria*, 5(2), Article 2.

Aladdin, Y. A., & Alfathan, A. (2022). *Media reporting of the political conflict in the democratic party: Teun A. van Dijk's critical discourse analysis on jpnn.com news*. 191–191. <https://iccs.unram.ac.id/>

Cuerdo-Vilches, T., & Navas-Martín, M. Á. (2021). Confined Students: A Visual-Emotional Analysis of Study and Rest Spaces in the Homes. *International Journal of Environmental Research and Public Health*, 18(11), 5506. <https://doi.org/10.3390/ijerph18115506>

Hartono, M. (2022a). *Affective Engineering in Services: A Way to More Human-Centric Approach*. 4410–4414. <http://ieomsociety.org/proceedings/2021indonesia/736.pdf>

Hartono, M. (2022b). *Kansei Engineering and Design Thinking Methodology for Product/Service Design*. 2068–2074. <http://ieomsociety.org/proceedings/2021indonesia/391.pdf>

Hyunanda, V. F. (2021). *Chinese Benteng Women's Participation in Local Development Affairs in Indonesia: Appropriate means for struggle and a pathway to claim citizen' right?*

Juniatmoko, P., Fuad Hasyim, Annida Unatiq Ulya, Nurwulan Purnasari, Ronnawan. (2019). *Metodologi Penelitian (Kuantitatif, Kualitatif dan Mix Method)*. GUEPEDIA.

Kurosu, M. (2021). *Human-Computer Interaction. Design and User Experience Case Studies: Thematic Area, HCI 2021, Held as Part of the 23rd HCI International Conference, HCII 2021, Virtual Event, July 24–29, 2021, Proceedings, Part III*. Springer Nature.

Muhamad, A. F. (2022). *Development of Waste Management Strategies based on Recycling and Energy Recovery in Indonesia*.

Widjojo, H., & Gunawan, S. (2020). Indigenous Tradition: An Overlooked Encompassing-Factor in Social Entrepreneurship. *Journal of Social Entrepreneurship*, 11(1), 88–110. <https://doi.org/10.1080/19420676.2019.1579752>