

# The Role of the Social Institution "PPAP Seroja" in Fulfilling the Rights of Neglected Children in Education Sector

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## **Abstract**

*Indonesia, which is a rule of law country, the rights of the child are the same as respect for human rights, but unfortunately, the facts show that children are a group that is vulnerable to violence. The city of Surakarta is a city that holds the title of a Child Friendly City, the Surakarta City Government is willing to fulfill it in terms of funds or policies that integrate the freedom of children's rights. The city of Surakarta has made every effort to guarantee the rights of every child. Surakarta City Government has taken various ways to realize the rights of neglected children. The work program pursued by the Social Service includes conducting raids to catch abandoned children. This method implemented by the Social Service has been not effective. Therefore, the Seroja PPAP Social Institution was born to serve the community in dealing with the problems of neglected children in the city of Surakarta. Seroja PPAP Institution can fulfill the rights of neglected children in the field of education through the work program they run. This study aims to determine how the role of the Social Institution "PPAP Seroja" in dealing with the problems of neglected children. This research uses literature study. The data obtained from reviewing the literature were analyzed in more depth. The data sources for this research are accurate sources obtained from journals, proceedings, articles, and so on.*

**Keywords:** fulfillment of rights; neglected children; PPAP seroja.

## **Introduction**

The city of Surakarta is a city that holds the title of a Child Friendly City. A Child Friendly City is an area that upholds the rights of every child as a citizen of the city.

According to Ministry of Women's Empowerment, Republic of Indonesia (2007) A Child Friendly City is realized by using the provision of access to health, education, providing special regulations and rules for children,

providing a conducive environment, balance in the social, economic, paying attention, providing a forum for children to participate and in making regulations that have a direct effect on their activities.

According to the State Ministry for Women's Empowerment, Surakarta City was nominated for a Child Friendly City because the government is ready to implement it in terms of funds and regulations that integrate the fulfillment of children's rights in the planning process and urban development applications. To be named as a Child Friendly City is a pride for the City of Surakarta, as well as a challenge for the Government of the City of Surakarta. This is because the number of child problems in Surakarta is still high and varied (Argyo Demartoto, 2012). One of these problems is the problem of neglected children. Many problems threaten the lives of abandoned children because in reality they are marginalized people.

In Indonesia, which is a country of law, cases of children's rights are equal to human rights, unfortunately, the reality shows that children are classified as vulnerable to incidents of violence. This has been stated in the Laws and Regulations. However, it is necessary to pay attention to the extent to which these regulations have actually been implemented. The facts prove that sometimes in practice the realization is far from what we expect.

According to the Law of the Republic of Indonesia No. 35/2014 Article 1 paragraph 6 concerning Child Protection states that neglected

children are children whose needs are not properly fulfilled, whether physically, mentally, spiritually, and socially. Since the enactment of Law Number 4 concerning Child Welfare in 1979, the Indonesian government has actually paid attention to the protection and realization of children's rights. However, prior to the enactment of the "Child Protection Law", children's rights, especially the welfare and realization of street children and neglected children, were still far from the expectations of society.

Bagong Suyanto (2010) argues that for the Indonesian nation, the people, poor families, and children, the economic crisis is the beginning of many cases that seem impossible to solve at short notice. This situation gave birth to conditions of poverty that were getting worse, and made the situation difficult. The economic crisis and displacement in big cities are currently increasing, especially in the city of Surakarta, which has resulted in many problems arising in society, namely the case of neglected children.

Data from the Ministry of Social Affairs of the Republic of Indonesia which is taken based on the SIKS-NG Integrated Social Welfare Data Dashboard as of 15 December 2020, the number of neglected children in Indonesia is 67.368 people. The Central Java Statistics Agency (BPS) of Central Java Province (2016) recorded that the total number of neglected children in Surakarta City in 2016 was recorded as 139 neglected children, divided into 78 neglected children, 32 neglected children under

five, and 29 street children. The spread occurred in 5 sub-districts, namely Serengan, Pasar Kliwon, Banjarsari, Laweyan, and Jebres districts.

According to the Ministry of Social Affairs of the Republic of Indonesia (2006: 1), neglected children are caused by two factors. The accidental factor is caused by a situation that does not allow the family to meet the needs of the child. Meanwhile, the deliberate factor is due to the low sense of responsibility as a family towards children. The problem of neglected children is a crucial problem. The meaning of children in society is still low, resulting in low commitment and responsibility. This has an impact on child neglect.

Abandoned children have the same position as normal children. They have the right and prestige to be fully human. The rights of abandoned children are the same as those of ordinary humans. As stated in Law no. 39 of 1999 which regulates human rights. In 1989, governments around the world pledged equal rights for all children by adopting the United Nations Convention on the Rights of the Child. This convention regulates what the state must do so that children can develop healthily, attend school, are cared for, have their opinions considered, and are treated fairly. Abandoned children are obliged to obtain their rights as children, namely civil rights and independence, family environment and choices of care, health and welfare, education, recreation and culture, special protection.

The city of Surakarta as a

City worthy of children has endeavored to bear the rights of every child as a citizen of the city. This is a commitment to handling neglected children. The Surakarta City Government has taken various ways to realize the rights of neglected children. In this matter, the task of dealing with neglected children is the Surakarta Social Service. The methods taken by the Social Service include conducting raids to catch abandoned children. The effort to catch this neglected child is collaborating with Satpol PP. However, the method used by the Social Service did not produce good results.

Therefore, the Seroja PPAP Social Institution was born to serve the community in the problem of neglected children in the city of Surakarta. Thus, the authors want to understand with certainty about the steps taken by the Seroja PPAP Social Institution in dealing with and fulfilling the rights of neglected children. With the background that has been written above, the author wants to conduct a study entitled "The Role of Social Institutions" PPAP Seroja "in Fulfilling the Rights of Neglected Children in the Field of Education". From the data that has been mentioned, it can be seen that there are neglected children who have not been handled properly by the government, especially the Surakarta City Government.

## **Method**

This research is a research that uses literature study because the data is obtained through literature. Library research is research that is

carried out only based on written work (Melfianora, 2021). The data obtained from reviewing the literature were analyzed in more depth. Sources of data for this research are accurate sources such as journals, proceedings, articles, and so on. In the literature review, the subject used is the NGO PPAP Seroja. The way to analyze the data in this literature is to use qualitative analysis, which means that the analysis is described by comparing the results of journals from previous research. Qualitative analysis is used because in this literature review there is descriptive data that weighs and combines the findings from the past literature.

Descriptive research has different benefits and purposes. The research begins with formulating problems, formulating research focus, analyzing, collecting relevant data as instruments. Data obtained from primary data. Examples of primary data used in research are books related to the author's research focus, previous research journals. After selecting the data collection method, the authors chose the data collection technique used. In this case, the author uses the method of collecting data with literature review. Meanwhile, data collection techniques use literature, articles, journals, books, or other relevant sources.

The data obtained will be analyzed. The procedure for analyzing data is:

#### 1. Data Reduction

Data reduction is the selection of formulating and simplifying, abstracting, and transforming the discussion

contained in the notes in conducting research. In this study the data were obtained through simplified data interviews so as to provide a clear picture for the author.

#### 2. Presentation of Data

Presentation of data is a collection of transformations that are structured so that they can be used to draw conclusions and take action, once the data are met, they will be used in the form of a systematic description.

#### 3. Verification of Conclusions

Drawing conclusions is a complete configuration activity, conclusions are also proven to facilitate understanding of data analysis methods.

### **Result and Discussion**

In 2006, Surakarta was appointed as one of the cities in an effort to develop a child-friendly city model. The State Ministry for Women's Empowerment has determined 5 regions in Indonesia to be child-friendly cities. These areas include Surakarta, Sidoarjo, Jambi, Kutai Kartanegara and Gorontalo. These 5 districts are the first cities to become pilot projects for the development of a child-friendly city model.

The Seroja Institute for Women and Children Empowerment (PPAP) is an institution engaged in the education and protection of marginalized citizens, especially women and children in the Surakarta City area. The Seroja PPAP Institute was established on July 23, 2003. The background of the birth of this institution is a form of concern and concern for the problems that befall

suburban residents in the city of Surakarta, especially women and children. Outskirts mean those who are marginalized both economically, socially and educationally. The many problems that afflict this country have serious effects on the lower classes. The most vulnerable people are women and children.

The Seroja PPAP institution positions itself as a Community Worker, namely an attitude or effort to be able to help the community in fulfilling their needs by carrying out real roles including four roles, namely Facilitative, Educational, Community Representative, and Technical Roles. The core activities of the Seroja PPAP Institute are in the field of education and guidance.

In accordance with the 1945 Constitution of the Republic of Indonesia Article 31 paragraph 1, "every citizen has the right to education". In line with the mandate in this law, the government is gradually trying to equalize education for children. With education, it is hoped that abandoned children can play a role in creating and maintaining social order and social balance (Usher & Edwards, 1994; Silva, 1996). In Surakarta, there are regulations regarding street children. Regulated in the Surakarta City Regional Regulation Number 4 of 2012 concerning Child Protection, Article 8 states that, "The implementation of child protection covers the fields of: Health, Education, Social and Special Protection". Whereas Article 13 point a states that, "The implementation of child protection in the field of education, namely: providing the widest possible

opportunity for children to obtain education carried out by local governments, families, and parents".

With these various regulations, the Seroja PPAP Institute has several programs, including, Seroja KB PAUD, Seroja Special Service Education-PKBM Seroja, Courses, Women's Education, Economic Empowerment, Advocacy, and Social Assistance. Education must be implemented in accordance with the characteristics of society or society including street children so that education can function and play a role in society, especially in overcoming the problems of neglected children.

In 2009, the Seroja PPAP Institute, which has been active in the community sector, especially serving marginalized women and children, was moved to establish an educational institution for early childhood. This intention is driven by the ambition to break the mental chain of begging from marginalized communities who have been assisted by the Seroja PPAP Institute. It is with that spirit that the Seroja Play Group (KB) was founded, with the aim of instilling the values of life and manners and manners from an early age. As time went on, Seroja KB opened up more widely by accepting students from the community around the location. And in 2011, KB Seroja received a license to operate so that it can continue to be a partner of parents in educating and caring for early childhood children until now according to their dreams.

The Seroja PPAP institution that provides assistance to children who are marginalized and unable to provide education equivalent to

formal education so that later they can be used to pursue higher education or get a decent job. Therefore, the Special Service Education program was formed. According to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number. 72 of 2013, Special Service Education is education for students in remote or underdeveloped areas and who are economically disadvantaged. Special Service Education organized by the Seroja PPAP Institute includes the Equality Education Program or what is commonly called the Chase Package as well as a certified Skills Education Program for work-ready. During its development, the Seroja PPAP Institute established the Seroja Community Learning Activity Center (PKBM). The Seroja PKBM has a wider scope, not only the community assisted by the Seroja PPAP Institution, but also the general public can learn at the Seroja PKBM.

In order to fulfill the rights of neglected children in the aspect of education, the Seroja PPAP Institute has implemented the "Sekolah Kita" program. This program is focused on neglected children. This school is a collaboration between Special Service Education and Equality Education. PLK is education for children with special needs, the education provided is 20% academic, and 80% non-academic. The learning process is carried out using various kinds considering the different backgrounds of neglected children.

The Seroja PPAP institution in providing learning activities does not use a syllabus like normal schools. Demartoto (2012) educators

of neglected children prepare lessons using books whose material adapts to the child. Based on this theory, learning for neglected children educators does not use a syllabus because it is not successfully implemented in learning activities. In learning activities, the substance of the material to be explained must be in accordance with the competency standards and basic competencies to be pursued, in accordance with the content standards that have been determined. Selection of subject matter substance, of course, must be in line with the content of the curriculum in the field of study concerned.

Based on the theory that has been described in learning activities it is not obligatory to use lesson plans (RPP) which is important that the substance of the material taught reaches the standard of competence and basic competence The substance of the learning material is adjusted based on the needs of abandoned children. It is better if in the learning process educators make lesson plans because it will make it easier for educators to carry out learning activities. Teachers at the PPAP Seroja Surakarta Institute have problems in preparing lesson plans in the classroom, meanwhile the success in teaching and learning activities is determined by the lesson plans.

Learning in general is the application of the lesson plan, whose activities contain an introduction, a core, and a conclusion. Preliminary activities usually prepare children for learning; Provide motivation for children's learning in everyday life; Asking question; Explain learning

objectives; and Delivering material. The core activity is an activity where the educator provides presentation material that is tailored to the characteristics of the child and the level of education. The closing activity is an activity in which to reflect on learning. Reflection activities include providing feedback, carrying out follow-up activities, and informing future lessons.

Clara R.P. Ajisuksmo (2012) argues that education that is planned and implemented for neglected children must fulfill 3 elements, namely basic knowledge, life skills and vocational skills. Basic knowledge aims to provide neglected children with a wide range of knowledge. Vocational education aims to provide street children with survival strategies. A very important life skill for neglected children is knowledge of law. Value and moral education for neglected children is carried out for the empowerment process. Education does not only focus on the aspect of knowledge but also on the aspects of attitudes and skills. Knowledge is given so that children have broad insights.

Ahmad Hufad (2009) shows that the attitude assessment system is carried out as a whole, which is seen in how to get along, socialize, how to talk. Based on this theory, educators make an assessment of the attitude of the neglected child by making direct observations. This direct observation can make it easier to judge a person. This observation assessment is carried out because there is no self-assessment and peer-to-peer assessment. The result is that the behavior of neglected children is still the same and has not seen any visible

changes. Assessment of skills for neglected children is carried out by observing the results of these neglected children who are assessed using an assessment scale. And the scores were then entered into the report card, so that the children could later understand how far they were learning.

The implementation of learning carried out by the Seroja PPAP Institute has not been successful because the neglected children have not been able to obtain the standard value of the KKM. But in the end, the Seroja PPAP Institution has made efforts to fulfill the rights of neglected children in the field of education by providing non-formal learning activities.

## **Conclusion**

Surakarta City in 2006 Was appointed as one of the cities in the effort to develop a child-friendly city model. To be named as a Child Friendly City is a pride for the City of Surakarta, as well as a challenge for the Government of the City of Surakarta. This is because the number of child problems in Surakarta is still high and varied, one of which is the problem of neglected children. Neglect in children is caused by two factors, namely the accidental factor and the deliberate factor. The accidental factor is due to situations that make it impossible for the family to meet the needs of their children. Meanwhile, the deliberate factor is due to the low sense of responsibility as a family towards their children.

Various methods have been taken by the Surakarta City

Government to fulfill the rights of neglected children. In this case, the one who is responsible for handling neglected children is the Surakarta Social Service. The methods used by the Social Service include conducting raids to catch abandoned children. Efforts to arrest neglected children are in collaboration with Satpol PP. However, the method implemented by the Social Service has not been successful. The Seroja Institute for Women and Children Empowerment (PPAP) Seroja is a social institution that is engaged in the education and empowerment of marginalized communities, especially women and children in the suburbs of the city of Surakarta. The Seroja PPAP Lembaga plays a role in fulfilling the rights of neglected children through their work programs, including PAUD KB Seroja, Seroja Special Service Education-PKBM, Courses, Women's Education, Economic Empowerment, Advocacy, and Social Assistance.

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