



Social services in the fulfillment of rights for poor family children in Bisa school, Bintaro, Tangerang Selatan

Era Estu Uswandhian¹, Sokhivah², Muhammad Sahrul³

^{1,2,3} University of Muhammadiyah Jakarta

¹uswandhian@gmail.com, ²sokhivah@gmail.com, ³sahrulmuh@gmail.com

Article Info

Article history:

Received Oct 22th, 2022

Revised Dec 14th, 2022

Accepted Dec 25th, 2022

Keywords :

Social services; Children's rights;
Poor family; Academic; Non-academic

ABSTRACT

BISA School is a non-formal educational institution under the auspices of the Hands for Others Foundation, which provides social services in a broad sense for children from low-income families in the Bintaro area, South Tangerang. This research aims to find out the programs and activities carried out by the BISA School in fulfilling children's rights. This study uses a descriptive qualitative approach. Data were obtained from primary and secondary data with data collection techniques by conducting interviews, observations, and documentation studies. Data analysis was carried out through data presentation, data reduction, and conclusion. The results of the study indicate that BISA School has several programs and activities that support the fulfillment of children's rights, including educational programs with teaching and learning activities for academic subjects..



© 2022 The Authors. Published by Accounting Study Program, Indonesian Cooperative Institute. This is an open access article under the CC BY NC license (<https://creativecommons.org/licenses/by/4.0/>)

INTRODUCTION

South Tangerang City is one of the buffers for the capital city. Due to natural population growth, South Tangerang City has experienced a relatively rapid increase in population. South Tangerang is considered a city with good facilities and infrastructure and a center for property growth such as housing, business centers, trade centers, culinary centers, recreation centers, and education centers. South Tangerang's Human Development Index is in the high category. Quoted from Kabaranten.com from tangselkota.bps.go.id, the South Tangerang Human Development Index in 2020 reached 81.36. If seen from these numbers, it can be said that South Tangerang is a prosperous city. However, South Tangerang still has social problems (Jayasantika, 2021).

The City Government develops not all areas in South Tangerang; the private sector develops some areas. Due to differences in regional development, there are significant differences in infrastructure, facilities, and supporting infrastructure. It has created a wide gap between the lower and upper middle classes. It can be seen from the high price of housing as well as some of the health and education facilities managed by the private sector which look more luxurious and of high quality, making it difficult for the lower middle class to reach. This condition can be found in several areas in South Tangerang, especially in the Bintaro area. Behind luxury buildings, shopping centers, elite housing, and public facilities such as train stations, some corners are not touched by the area's development.

Young Expert Statisticians Central Bureau of Statistics South Tangerang City, Vivi Frizalda, stated that as of September 2021, the number of poor people in South Tangerang was 44,570. This number has increased from the previous year's data. This figure was obtained from the National Socio-Economic Survey (Siregar, 2022). This increase in poverty is in line with the increase in the population in South Tangerang. It was also said that the prolonged Covid-19 pandemic caused an increasing number of poor people, so residents who were previously slightly above the poverty line had fallen into poverty due to the chaotic economy.

To meet the needs of daily life, parents from low-income families work in the informal sector or odd jobs. These odd jobs include hawkers, newspaper sellers, buskers, construction workers, and scavengers. As children were born and grew up in low-income families, many have their rights and needs not met, so they do not achieve child welfare (Brown & Long, 2018; Chaudry & Wimer, 2016). The concept of child welfare is a combination of primary conditions for meeting the needs of children for their development, including the adequacy of income, housing, health, education, and the

environment in which children grow and develop (McPhatter, 2018; Wulczyn et al., 2017). As the nation's next generation, children have the right to grow and develop appropriately according to their age. Therefore, at the age of growth and development, children need attention and affection from parents and families as the basis that the rights and needs of these children are met.

According to Law No. 35 of 2014 concerning Amendments to Law No. 23 of 2002 concerning Child Protection, article 1 number 12 explains that children's rights are part of human rights that must be guaranteed, protected, and fulfilled by parents, families, communities, the state, government, and local governments. There are four areas of children's rights that must be fulfilled, namely, the right to survival, the right to growth and development, the right to participation, and the right to protection (Budiarjo, 2011). However, due to differences in social and economic conditions, not all families can fulfill their children's rights.

Children from low-income families are very vulnerable to facing various kinds of problems. The problem is that many children drop out or do not attend school. It is because children from low-income families have difficulty getting learning facilities. Parents from low-income families have limitations in accompanying children to study because they have to work to meet their daily needs (Caesaria, 2022). In addition, children from low-income families are also often involved in the family economy or better known as economic exploitation. Furthermore, children from low-income families tend to experience nutritional problems due to a lack of knowledge about children's health (Hati & Adi, 2014).

Article 28C of the 1945 Constitution states, "Everyone has the right to develop themselves through the fulfillment of basic needs, the right to education and benefit from science and technology, art and culture, in order to improve the quality of life and for the welfare of mankind." In addition, Law Number 23 of 2002 concerning Child Protection Article 9 paragraph (1) states, "Every child has the right to receive education and teaching in the context of personal development and the level of intelligence according to his interests and talents." It is also supported by Government Regulation Number 47 of 2008 concerning compulsory education and Regulation of the Minister of Education and Culture Number 19 of 2016 Article 2 Letter a, which states that the age of children during the compulsory education period is 6 years to 21 years. Based on the Ministerial Regulation, 12 years of compulsory education were determined for every Indonesian citizen (Government Regulation No. 47 about compulsory education of 2008). Education must be obtained for every Indonesian citizen from elementary school to high school or vocational school.

Based on the United Nations Child's Right Concept, IB Diploma British School Jakarta has an educational program as a BISA School. BISA schools emerged as non-formal schools from non-governmental organizations that involve the community in efforts to solve problems in fulfilling children's rights in the field of education. The BISA school is under the auspices of the Hands for Others Foundation and The Body Shop Indonesia. Besides being a beauty product, The Body Shop Indonesia is a company that often carries out social, environmental, human rights, and women empowerment actions. The Body Shop Indonesia, from the beginning, with open arms, provided facilities in the form of land for BISA Schools to carry out teaching and learning activities. The main objective of the BISA School is to provide free education for children from low-income families of primary school age. In addition, the BISA School has the vision to guide and improve the welfare of low-income families so that they grow into productive, quality communities, and have concern for the surrounding environment (Daheri & Warsah, 2019; Uswandhian & Sokhivah, 2022).

Based on previous research, BISA schools have provided social services. Although in practice, it does not refer to the Social Welfare theory, the technical implementation of the services that have been applied is by what is the basis of the social service process (Trianti, 2018). The stages of social services carried out by the BISA School are the initial approach stage, the problem-solving and understanding stage (assessment), the planning and problem-solving stage (planning), the problem-solving implementation stage (intervention), the guidance stage, the evaluation stage, the termination stage, and the intervention stage. further construction. In addition to providing services in the form of free schools, BISA Schools also provide services that hone life skills for their students. Furthermore, in the further development stage, BISA School facilitates its students by providing education up to the next higher level, namely to Junior High School and Senior High or Vocational School. With this, students at the BISA School can complete their education in accordance with the Government Regulation which states that compulsory education in Indonesia is 12 years.

The description above provides an understanding that children are the next generation of the nation whose rights and needs must be fulfilled in order to achieve child welfare. The social welfare problem for children is still a focus for many parties and is still an important issue today, primarily related to fulfilling children's rights. Research on social services in fulfilling children's rights from low-income families at BISA School, Bintaro, South Tangerang needs to be researched. The thing that underlies the academic need for research on this issue is to increase knowledge and make a positive contribution to the development of science related to the study of Social Welfare, especially with regard to social services in fulfilling the rights of children from low-income families. The research location at BISA School, Bintaro, South Tangerang is because BISA School is a non-formal educational institution whose students come from low-income families around Bintaro, South Tangerang. In addition, BISA School is a free school that provides academic lessons to its students and facilities that can hone skills. Furthermore, this research focuses on programs and activities carried out by BISA Schools to fulfill children's rights. In addition, this research also focuses on the obstacles and challenges faced by the BISA School as the provider of social services and students and their families as beneficiaries.

RESEARCH METHODS

The research method uses a qualitative method with a descriptive approach. Qualitative research is a process used to understand social phenomena by creating a comprehensive and complex picture presented in words, reporting detailed views obtained from informant sources, and being carried out in a natural setting (Fadli, 2021; Hammarberg et al., 2016). This research is used to determine what programs and activities are carried out by BISA School, Bintaro, to fulfill the rights of children from low-income families. Data collection techniques using interview, observation, and documentation methods. In this study, the researcher conducted interviews with 8 informants with the criteria determined by the researcher, namely the staff, management, and teaching staff of the BISA School who designed and implemented the program of activities as well as the people who carried out the activities and received the benefits. Based on these criteria, the informants in this study were BISA School Coordinators and Teachers. They designed and implemented the program of activities, and BISA School students and their families as beneficiaries. The data analysis technique used is data reduction, data presentation, and conclusion. To test the validity of the data, the researchers used source triangulation.

RESULTS AND DISCUSSION

Social Services at BISA School, Bintaro, South Tangerang

BISA School is a school located in Bintaro, South Tangerang. The BISA School was established on April 18, 2011, with the main aim of breaking the chain of poverty by providing free education programs for scavengers, street children, and underprivileged families in Kampung Bulakan, Pondok Ranji, South Tangerang. BISA School's vision is to foster and improve welfare for underprivileged families to become productive communities. It is realized through the mission of the BISA School, which is to facilitate free schools from elementary to high school. It is also supported by other health programs, skills training, and identity provision. The capacity of the BISA School is only 25 children.

Based on the results obtained through interviews and observations shows that the programs and activities owned by the school can be a form of social services provided to individuals and families. In response to its vision and mission, BISA School has several programs running regularly. The programs in the BISA School are health programs, skills training programs, recreation programs, hydroponic planting included in the green-curriculum program, BISA Learning programs, and identity programs. Social services are aimed at individuals, families, and groups within the community or the community.

Programs and activities owned by the BISA School and provided to their students have a social service function. The main thing provided by the BISA School is an educational program with teaching and learning activities such as formal education in general; this program functions as access to education for children of low-income families. Furthermore, there is a health program with activities to provide vitamins for children, immunization, and vaccination. This program serves to help bring them closer to reaching and accessing health facilities and helping students meet their nutritional and immune needs. A recreational program owned by BISA School with field trip activities once a year serves as entertainment and a form of appreciation for students who have successfully completed one semester

of study. The BISA Learning Program can include learning activities outside of academic lessons that help students identify their talents, interests, and abilities so that students can explore their talents and interests. The following program provides identity with assistance activities in making Birth Certificates and Family Cards that function as identity fulfillment so that children are legally recognized and protected by the State. These programs are packaged in a green curriculum that blends the school concept with nature. This concept is made, so students feel comfortable learning and do not feel trapped. Therefore, some activities support this program, namely planting hydroponics. These programs and activities serve as development and change in children so that children grow into socially functioning communities and are ready to become the nation's next generation.

In its implementation, the programs and activities at the BISA School have the purpose of social services as expressed by Abdul Untung in Sulisty (2005), namely to assist individuals or groups in using the available services for assistance and rehabilitation, and development or rehabilitation. They are known as socialization and development services. It is also evidenced by the results of interviews with informants that the BISA School assists its students in accessing social services in the form of assisting in making identities such as birth certificates and family cards, providing educational facilities not only at the elementary school level but also up to high school or high school education. Vocational. Further, as a form of socialization and development, family education, and recreation services, the BISA School evaluates students and their parents at the end of each semester. It is intended so that parents know how their child has developed over the past year and what needs to be improved in the future. In addition, students and their parents or guardians are also evaluated to be given motivation and reinforcement in committing and working together to achieve social service goals.

Fulfillment of Children's Rights at BISA Schools, Bintaro, South Tangerang

Based on the results obtained through interviews and observations, it is shown that the programs and activities at BISA Schools are included in social services that are intended to fulfill children's rights. When talking about BISA Schools, one of the fulfillment of children's rights that are fulfilled here is the right to education. However, other children's rights are also fulfilled apart from the right to education. It is evidenced by the results of interviews with informants and observations made by researchers.

The rights of children fulfilled by the BISA School include the right of children to obtain self-identity and citizenship status by helping students and their families to have Birth Certificates and Family Cards. Children's rights to grow, develop, and participate in human dignity with programs and activities at BISA Schools are designed to support children's growth, development, and participation. The BISA School also fulfills the right of children to get protection from acts of violence and discrimination because in accepting new students, the BISA School does not look at ethnicity, religion, and race, and also the BISA School treats every child the same; not treat any of the children more special. BISA schools also fulfill children's rights to access health; for example, students at BISA schools have all received 2 doses of the covid-19 vaccine. Furthermore, BISA schools also fulfill children's rights to recreation and play; this is evidenced by statements given by students that they do recreation regularly every year (before the pandemic). In addition, at BISA School, they provide educational games they can play during their break. Furthermore, almost all students at the BISA School live and are raised by their biological parents.

However, there are two categories of children's rights that are not fulfilled at BISA Schools, including children's rights to receive rehabilitation, social assistance, and maintenance of social welfare levels for children with disabilities and children's rights to receive protection from inhumane punishments and the right to receive freedom in accordance with the law for children in conflict with the law. This right is not fulfilled at BISA Schools because BISA Schools, there are no students with disabilities and no students who conflict with the law. In addition, there is a principle of fulfilling children's rights that BISA Schools have carried out in carrying out programs and activities in the context of fulfilling children's rights as stated in the Convention on the Rights of the Child (KHA). The principles of fulfilling children's rights that have been carried out by BISA Schools in implementing programs and activities in the context of fulfilling children's rights are the principle of non-discrimination, the principle of the best interests of the child, the principle of the right to life, survival, and development, and the principle of respect for children's opinions.

The principle of non-discrimination in fulfilling children's rights in schools can be proven by the absence of particular criteria such as race, ethnicity, and specific religion as prospective students. Anyone can be part of the BISA School with a record of coming from a family of scavengers, buskers, street children, and low-income families who have difficulty accessing formal education. In accepting prospective students as beneficiaries of the BISA School, we can see from the enthusiasm, willingness, and motivation of the prospective beneficiaries' children and parents or families. It is done through interviews, observations, and repeated home visits. Furthermore, the BISA School proves the principle that is best for children by fulfilling children's rights with the programs and activities at the BISA School as a result of planning to solve students' problems. For example, apart from being an educational facility, BISA Schools have an identity program because many children do not have Birth Certificates and Family Cards. After all, their parents' marriages are not legally registered in the State.

Furthermore, the programs and activities at the BISA School also pay attention to the principles of the right to life, survival, and development. For example, students at BISA School admit that they have experienced many positive changes, such as being able to read, write, count and understand the importance of education for the future. It can also be seen through the alum data owned by the BISA School. BISA schools already have dozens of alumni. On average, those who have become alumni of the BISA School complete their education up to the level of High School or Vocational Education as per the Ministerial Regulation, namely 12 years of compulsory education. Some of these alumni even have jobs and earn income.

Lastly, BISA School always involves its students in its teaching and learning activities. It is included in the principle of respect for the child's opinion. Every student at the BISA School is trained to give their opinion. It is done because BISA School wants to make children agents of change and children as the nation's next generation so that the school can provide the right place for children to express their opinions. Because in truth, children have the right to have opinions and be heard because this will help children's social relations skills.

Challenges and Obstacles in Providing Social Services for Children at BISA Schools, Bintaro, South Tangerang

A collaboration between social service providers, beneficiaries, and stakeholders is needed to provide social services that achieve maximum results. Based on the results of the research that has been carried out, it is known that in its implementation, there are challenges and obstacles experienced by BISA Schools, namely mindset, willingness, motivation, and commitment from both children and parents. The role of teachers in schools is not as significant as that of parents at home. Children are in school for only 5 hours; the rest are at home. The teacher cannot control the child's activities when the child is at home. In this case, mindset is the biggest challenge that BISA School beneficiaries still have to overcome. Because their mindset prefers to work to earn money, this causes less concern for education. Many think that education can change lives and break the chain of poverty, but it takes a long process, and not everyone is patient and able to go through the lengthy process. Therefore, there are still parents of students at BISA School who have this mindset and cannot maintain the motivation and commitment they built at the beginning. It can also be seen in parents' lack of enthusiasm during the annual evaluation activities or taking report cards. Some still do not attend this activity because they feel they do not need to know their children's learning outcomes and development.

In addition, it is also necessary to pay attention to the cooperation between all parties concerned; children, parents or guardians, teachers, and stakeholders. These interrelated parties must also maintain cooperation and commitment. If the parties concerned do not cooperate, these social service activities will not last long because they will fall out one by one. According to statements from informants, some children drop out. It started when the child missed school for several days and when asked the reason, the child had no reason. But when children are persuaded to return to school, they refuse. If this is the case, the school immediately goes to the child's residence and talks with the parents and child. However, when the child insists on refusing to return to school, and the parents have also given up trying to persuade their child, the child is declared out of school and is no longer a beneficiary at BISA School. The same thing will happen if stakeholders and donors stop providing support. Social service programs and activities in fulfilling children's rights also cannot adequately run because there is no longer any support, especially financial support. Therefore, this cooperation must be considered and maintained because it is interrelated.

CONCLUSION

Bintaro, South Tangerang's BISA school conducts activities to promote children's rights and wellbeing. Children have the right to a name (identification) and citizenship, to grow, develop, and participate in human dignity, to be protected from sexual or economic exploitation and discrimination, to nourishment, and to bodily and mental health. The BISA school provides vitamins, vaccines, vaccinations, and medicine to sick children. The BISA School hasn't fulfilled mental health access rights to recreation and play time, education, and knowing and being raised by biological parents. Implementing programs and activities to satisfy children's rights is in line with the Convention on the Rights of the Child's non-discrimination, best interests, right to life, survival, and growth, and listening to viewpoints principles. BISA School's programming and activities respect children's rights. Absence of particular accommodations for certain ethnicities, faiths, and races in student admission proves non-discrimination. Listening to a child's input proves the best interests premise.

Participation in teaching and learning activities proves the right to life, survival, and development. All control is in the child's hands from registration to graduation, demonstrating the notion of listening to children's opinions. Only the school and parents help. Students choose their future school; teachers only guide. In implementing social service programs and activities, BISA School, Bintaro, South Tangerang, has satisfied children's CRC rights. The fulfillment of children's rights is also guided by the principles of non-discrimination, the child's best interests, the right to life, survival, and development, and respect for the child's opinion.

REFERENCES

- Brown, U., & Long, G. (2018). Poverty and welfare. In *Social Welfare* (pp. 19–34). Routledge.
- Budiarjo, T. (2011). *Holistic Child Care* (T. Suryadi (ed.)). ANDI Publisher (Publisher of spiritual books and magazines).
- Caesaria, S. D. (2022). Kemendikbud sebut angka putus sekolah SD naik 10 kali lipat selama pandemi. *Kompas.Com*. <https://www.kompas.com/edu/read/2022/01/04/111336071/kemendikbud-sebut-angka-putus-sekolah-sd-naik-10-kali-lipat-selama-pandemi?page=all>
- Chaudry, A., & Wimer, C. (2016). Poverty is not just an indicator: the relationship between income, poverty, and child well-being. *Academic Pediatrics*, *16*(3), S23–S29.
- Daheri, M., & Warsah, I. (2019). Pendidikan akhlak: Relasi antara sekolah dengan keluarga. *At-Turats: Jurnal Pemikiran Pendidikan Islam*, *13*(2), 1–20.
- Fadli, M. R. (2021). Understand the design of qualitative research methods. *Humanics*, *21*(1), 33–54. <https://doi.org/10.21831/hum.v21i1.38075>
- Government Regulation No.47 regarding compulsory education, (2008).
- Hammarberg, K., Kirkman, M., & de Lacey, S. (2016). Qualitative research methods: when to use them and how to judge them. *Human Reproduction*, *31*(3), 498–501.
- Hati, G., & Adi, I. R. (2014). Mothers in providing food for children in relation to the child's quality of life. *Social Welfare Science Journal*, *14*(1). <https://doi.org/http://dx.doi.org/10.7454/jurnalkessos.v14i1.226>
- Jayasantika, Y. (2021). The smallest city with the highest HDI in Banten, South Tangerang, according to BPS. *KabarBanten.Com*.
- McPhatter, A. R. (2018). Cultural competence in child welfare: What is it? How do we achieve it? What happens without it? In *Serving African American Children* (pp. 251–274). Routledge.
- Siregar, A. R. (2022). The poor population in Tangerang is increasing due to the covid-19 pandemic. *Kompas.Com*.
- Trianti, R. (2018). *Free School Social Services for Children of Poor Families at BISA School, South Tangerang*.

Uswandhian, E. E., & Sokhivah, S. (2022). Pelayanan sosial dalam pemenuhan hak bagi anak keluarga miskin di sekolah bisa, Bintaro, Tangerang Selatan. *KHIDMAT SOSIAL: Journal of Social Work and Social Services*, 3(1), 21–30.

Wulczyn, F., Richard, P. B., Ying-Ying, T. Y., Harden, B. J., & Landsverk, J. (2017). *Beyond common sense: Child welfare, child well-being, and the evidence for policy reform*. Routledge.