

Implementation Of Home Children Learning Center Program The West Java Human Initiative On Children's Self-Concept In The City Of Bandung

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ABSTRACT

The purpose of this research is to find out how the implementation of the HOME Children Learning Center program owned by the HSO West Java Human Initiative can affect a child's self-concept. This study uses a qualitative research approach using descriptive methods. Data collection techniques used are in-depth interviews, observation, and documentation studies. The results of this study are how to implement the HOME Children Learning Center program in the West Java Human Initiative and know self-concept and factors that influence children's self-concept based on the implementation of the Uman Initiative West Java HOME Children Learning Center program.

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1. INTRODUCTION

The welfare of children is an effort that can be made to create quality human resources. In creating the well-being of children, the Indonesian government has made efforts through the enactment of UU Number 4 of 1979, which addresses the welfare of children. UU Number 4 of 1979 states that the welfare of children is a way of life and livelihood for children that can ensure their growth and development in a proper manner, both spiritually, physically, and socially. This article states that besides children whose welfare can be adequately fulfilled, there are also children in society who face spiritual, physical, and socio-economic obstacles and require special services. These include children who are unable, abandoned children, children with behavioral problems, and children with mental and/or physical disabilities.

There are many factors that contribute to the failure to achieve children's welfare. The Indonesian Child Protection Commission (KPAI) reported on its official website that the number of child complaints based on child protection clusters in 2019 was 4,369 cases, which increased significantly to 6,519 cases in 2020. However, in 2021, the number decreased to 5,953 cases (KPAI, 2021). In the latest year, 2022, there were 4,683 complaints received through direct and indirect channels such as letters, emails, online platforms, and media from January to December 2022. KPAI also provided data on child protection violations from all over Indonesia, spread across various provinces, cities, and regencies. The province with the highest number of reported cases of child rights violations is West Java with 929 cases (KPAI, 2023). This illustrates the fact that Indonesian children are currently in danger of vulnerability, violence, exploitation, and mistreatment by their surrounding social environment. Based on these facts, there are several Human Services Organizations (HSOs) that have programs targeting children.

According to Hasenfeld (1983), a human services organization is a group of individuals who are part of an organization whose main function is to protect, maintain, or improve the personal welfare of individuals by determining, establishing, modifying, or shaping their personal characteristics (Setiyawati et al., 2015). In line with the aforementioned child issues, Human Initiative (HI), as an HSO, has programs targeting children, specifically orphans, underprivileged children, and

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abandoned children. One of their programs is the HOME Children Learning Center. According to their website (Human Initiative, 2022), the HOME Children Learning Center program is designed for every child, especially orphans, children from underprivileged families, and abandoned children, to receive support in fulfilling their rights and child protection based on character education and positive behavior through various activities. The activities carried out in the HOME program can have an impact on a child's self-concept.

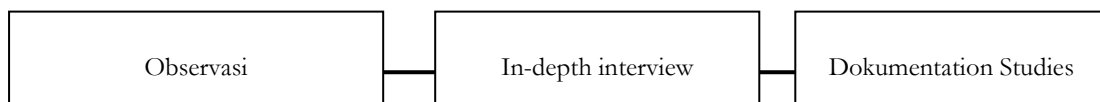
Self-concept, according to Hurlock (2013), is an individual's perception of oneself, which is a combination of their physical, psychological, social, emotional, aspirational, and achievement beliefs (Ghufron & Risnawitaq, 2017). According to Keliat et al. (2005), self-concept in children is a perception of oneself and one's abilities, which is a reality of how they view and evaluate themselves, influencing their displayed attitudes. Children's self-concept is formed through their feelings about themselves as a result of interaction and experience within their immediate environment, the quality of their significant relationships with family or parents, their ability to explore, and their sense of usefulness. Self-concept is how an individual perceives oneself as a whole, including physically, emotionally, intellectually, socially, and spiritually. This self-concept is important for individuals to lead a good and fulfilling life, achieve happiness and success as desired. Therefore, positive influences on children are needed so that they can have positive experiences about themselves and have a positive impact on their self-concept.

2. METHOD

This study uses a qualitative research approach, which is one of the methods used in social research. Qualitative research aims to understand the phenomena experienced by research subjects by describing them in words and language within a specific and natural context, using various natural methods (Moleong, 2016: 6). The researcher used a descriptive research method, which is aimed at systematically and accurately observing specific object facts and characteristics. The location of this study is in Human Initiative West Java.

The subjects to be studied are children who participate in the HOME Children Learning Center program, aged 7 years and older, willing to provide information or statements for research purposes, and able to clearly provide information related to the assessment to be studied. In collecting the data, the researcher used purposive sampling, which is a sample determination technique based on certain considerations. The data collection techniques used include in-depth interviews, observations, and document studies. This study uses the data analysis technique by Miles and Huberman, which includes data reduction, data presentation, and data verification. In data reduction, the researcher used coding and categorization.

This research took place over one month, involving a series of processes. It started with obtaining permits from relevant parties and then proceeded with various data collection activities such as observation, in-depth interviews, and documentation studies.



3. RESULT AND DISCUSSION

The implementation of a program, based on Edward III's policy implementation theory in Agustino (2008), depends on four variables that greatly determine the success of policy implementation: communication, resources, disposition, and bureaucracy. Based on the research conducted on the HOME Children Learning Center program, all four variables were addressed. The results were obtained from various data collection processes. In terms of communication, Human Initiative conducted several communication activities, starting from the program creators at Human Initiative Headquarters to the head of the program department at Human Initiative West Java.

Additionally, Human Initiative also communicated with program implementers, target groups, and other involved parties through project exposés. Project exposé is the dissemination of information regarding program achievements to relevant stakeholders through socialization. Furthermore, Human Initiative used social media, brochures distribution, and local community organizations (DKM, RT, and RW) to convey information to the public and the program's target groups.

Regarding resources, the implementation of the HOME Children Learning Center program involved various resources, including human resources, funding, and facilities:

a. Human Resources

Human Initiative West Java has 8 employees and 5 volunteers, making a total of 13 individuals working in HI West Java. The HOME program itself involves 5 volunteers, 2 permanent teachers, and one facilitator, making a total of 7 individuals involved in the HOME program.

b. Funding

Human Initiative West Java obtains funding from individual donations, community institutions, and corporate donations.

c. Facilities

The Facilities available at Human Initiative West Java for Implementing the Children Learning Center Program Include:

1) Learning room Facilities

Learning room facilities including tables, books, stationery, teachers, and other necessary materials during the learning process.

2) Play Room Facilities

Playroom facilities consisting of educational games for children that can be used by both children and teachers during and outside the learning sessions.

3) Expression Room Facilities

where outdoor learning activities are conducted. Children are taken outside the classroom, such as to museums or other educational places.

4) Art Room Facilities

providing services that allow children to explore their artistic skills, including music, crafts, fine arts, and other artistic aspects..

The next variable is disposition. Disposition can influence the success or failure of program implementation. Negative attitudes from implementers can hinder the implementation of a program. Human Initiative applies specific criteria and standards when selecting employees or staff members. They also prioritize child protection from violence and exploitation, which is a primary focus during employee selection as one of their programs directly involves children.

The last variable in Edward III's theory is bureaucratic structure. One aspect of organizational bureaucratic structure is the Standard Operating Procedure (SOP). SOP serves as a reference for implementing an organization or program. In the implementation of the HOME program, there are guidelines and frameworks that serve as the basis for its activities, such as the Logic Framework Analytic (LFA), curriculum, and various modules. LFA is used as a reference framework for the program.

The implementation of the HOME program can also influence the self-concept of the children participating in it. Based on the research findings, Children N, U, and R have a positive self-concept. This can be observed from various dimensions of self-concept described by Calhoun & Accocela (Desmita, 2009), which include knowledge dimension, expectation dimension, and evaluation dimension. In terms of knowledge dimension, all three participants have positive knowledge about their physical appearance and feel confident about their appearance. They can recognize and understand their strengths and weaknesses and accept themselves for who they are. Therefore, based on the knowledge dimension, the three participants have a positive outlook and response regarding themselves. In the expectation dimension, all three participants have positive expectations for their future. Despite their different backgrounds, each child has positive expectations and aspirations for a

better future. Lastly, in the evaluation dimension, all three participants have positive evaluations regarding their participation in the HOME Children Learning Center program. They also have positive evaluations of their attitudes and behaviors, assessing themselves to consider participating in the program and showing enthusiasm to actively participate in the activities of the HOME Children Learning Center.

The self-concept of Children N, U, and R is influenced by various factors obtained from the HOME program. According to Calhoun & Acocella (Desmita, 2009), some factors that can influence self-concept include parents, friends, gender, expectations, and ethnicity. Similarly, according to Hurlock (1980:173), factors that can influence self-concept include physical condition, body shape, name and nickname, socio-economic status, school environment, social support, success and failure, gender, and intelligence. Based on the research findings, factors that influence the self-concept of the children benefiting from the HOME Children Learning Center program include parents, expectations, ethnicity, body shape, name and nickname, social status, HOME environment, social support, success and failure, and intelligence. Some factors were not mentioned as they did not have a significant impact on the children benefiting from the HOME Children Learning Center program in West Java. For example, gender, as stated in Calhoun & Acocella's theory, and sex, as stated in Hurlock's theory, do not significantly affect the children's self-concept since the roles assigned to each child in the program do not differentiate based on gender. Additionally, physical condition does not influence the self-concept of the children benefiting from the HOME Children Learning Center program in HI West Java because the children in the program have similar physical conditions.

4. CONCLUSION

Children's self-concept is shaped by their experiences and the dimensions of self-concept, including knowledge, expectations, and evaluations. Self-concept can be categorized as positive or negative and is dynamic, subject to change based on the experiences they receive. A program designed with a focus on character education and positive behavior can successfully influence children's self-concept if it incorporates several variables that can affect the success of program implementation.

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