

## Self-Education for Elementary School Orphanage Children

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### Abstract

Independence is the ability to direct and control one's feelings in thinking and acting, being responsible, having self-confidence, and discipline. Being able to control feelings includes the child's self-control and the child's conscience when performing independent behavior. Independence in children is realized if they use their minds in making various decisions, from choosing the learning equipment they want to use, and choosing playmates, to more complicated things. Similar roles and positions through the government and private institutions, one of which is LKSA (child social welfare institution) which was developed as a professional service institution and became the choice to provide child welfare services, that is one way to keep children in good care by accommodating children. The children are in an orphanage, to help improve the welfare of children by educating, caring for, guiding, directing, and providing skills as parents in a family should do to develop children's independence.

**Keywords:** *Independence Education, Orphanage Children*

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## INTRODUCTION

Children are a gift from Allah SWT given to every parent. When viewed from the period of infant development to adulthood, the time of each child is spent more with their respective parents. By their duties, parents should provide good parenting to their children, so that they become good children physically and spiritually.

Currently, social problems are related to children, ranging from children who do not get the opportunity to learn and eventually become buskers, and silver people to become thieves. The current phenomenon that occurs in social problems, of which is the incidence of street children who have become drug addicts. The Tangerang City National Narcotics Agency (BNN) continues to make efforts to



prevent drug abuse, especially among street children, homeless people, and beggars. BNN wants them to be free from narcotics.

This was conveyed by the Head of the Tangerang City BNN, Satrya Ika Putra in the Teras Fraction discussion held by the Solution Movement with the theme "Drug Octopus on Crossings" in Tangerang City, Wednesday (22/9/2021). The Head of the National Narcotics Agency said "We are currently taking steps to prevent drug abuse, especially those carried out by street children, homeless people, and beggars by conducting rehabilitation. Because they usually use ribbon glue to get drunk," said Satrya.

The head of BNN said the homeless and beggars, including street children, were entrusted to Tangerang City BNN after being caught by the Satpol PP and the Social Service during a raid. "Continually, we collaborate with the Social Service to create skills for the homeless (homeless and beggars), which initially went through rehab development," he said. We also urge the public not to try to use narcotics. Because the more we try, the more often we control our brains to use drugs," he said.

The Tangerang City BNN has also so far continued to coordinate with the police, the Tangerang City Government, and the prosecutor's office to conduct routine urine tests for every ASN and the public. The goal is to detect narcotics users in Tangerang City. (Megapolitan 2022).

This problem is very important, it must be given a solution so that it does not become a recurring problem. According to Law Number 35 of 2014 concerning amendments to Law Number 23 of 2002 concerning child protection article 1 (one), it states that a child is someone who is not yet 18 (eighteen) years old, including still in the womb, in article 4 of the Law Number 23 of 2002 states that every child has the right to be able to live, grow, develop, and participate fairly following human dignity and protection from violence and discrimination. (UUD 2022)

Child protection in question is all activities to guarantee and protect children and their rights so that they can live, grow, develop, and participate optimally following human dignity and protection from violence and discrimination. Child

protection is closely related to the five pillars, namely, parents, family, community, government, regional, and state governments. The five of them are related to each other as child protection providers.

In its simplest form, child protection seeks to ensure that every child's rights are not harmed. Child protection is complementary to other rights ensuring that children will receive what they need for them to survive, develop, and grow. However, the condition of children in Indonesia is still very concerning, especially regarding the problem of child labor, street children, and children who are victims of sexual violence, sexual exploitation, and commercial sexual exploitation. (Rini Fitriani.2016)

The Minister of Social Affairs (Mensos) Tri Rismaharini motivates living life for orphans and people with disabilities in Southeast Sulawesi so that they can become successful people even though they are born with shortcomings.

As a person who has been in a wheelchair for a year, Rismaharini encourages people with disabilities to live their lives, so they don't give up on the current situation and don't get caught up in the current situation. Then the Minister of Social Affairs also showed the story of a person with a disability who opened a successful business and was able to buy a vehicle for his parents. "If someone can't walk, his voice can't be strong, especially if we are healthy, so don't ever waste the opportunity that God has given us," he said. Not only that, but the Minister of Social Affairs also sets an example for a child who is born into a rich family and has all the facilities, but if he does not go to school, does not have the spirit to progress, then the child will become an ordinary person after having no parents." There are children of rich people, they can go to school, have facilities, but if he doesn't do anything, he just stays quiet, one day he will return to his normal life," said the Minister of Social Affairs.

According to him, this will also happen to people who are born with shortcomings or do not have parents anymore, but if that person has the motivation, and high enthusiasm to become a successful person, then in the future they will become people who can reach their hopes and dreams. He also asked orphans and people with disabilities in the area to have confidence and willpower and take

advantage of their youth so that in the future they will become successful people. "Currently we may be lacking, but we have confidence that we can succeed and can be successful, nothing is impossible. All of that is possible as long as you want," said the Minister of Social Affairs. (Geusri. 2022)

Allah SWT says in the Qur'an, surah At-Tahrim verse 6:

**Meaning:** "O you who believe, protect yourselves and your families from a hellfire whose fuel is people and stones; guardians of the angels who are harsh, and stern, who do not disobey Allah in what He commands them and always do what they are commanded."

Surah At-Tahrim verse 6 above explains that parents are fully responsible for their children by providing love, guidance, advice, and education from an early age so that the family is protected from the torment of hellfire. Family is the first and foremost guide. In the existence of a family, the child first acquires the basics of education to instill independence in himself which is important for the child's personal and psychological development, some children are faced with the difficult choice that child must be separated from the family for certain reasons, for example, a parent has died. the world and make the child orphaned, the divorce of parents which ultimately makes the child feel the loss of love and warmth of a complete family, children who come from underprivileged families and neglected children so that the needs of children's rights are not fulfilled properly.

To fulfill children's rights to overcome neglect and problems faced by children, it is necessary to replace the function of parents who have similar roles and positions through the government and private institutions, one of which is LKSA (child social welfare institution) which is developed as a professional service institution and becomes a choice to provide child welfare services, that is one way to keep children in good care by accommodating these children in an orphanage, to help improve children's welfare by educating, caring for, guiding, directing and providing skills -skills like what parents in a family should do to develop children's independence.

The role of orphanages as non-formal education provides services to orphans and neglected children. The role of the orphanage is in the form of

providing life provisions in the form of independent guidance. (Sofiyatun. 2012). There are children's orphanages with various activities that can develop themselves both physically and spiritually. Orphanages can also shape children's personalities to be independent and accustomed to things that train children to be more perfect. Orphanages have something that can make children get a perfect self-concept through the science and religious teachings given so that they become independent children. Independence is formed from the basic word "Mandiri" which means being able to stand alone, not depending on others. Independence means an attitude or state of being able to stand alone without depending on others. Independence in behavior, namely in making decisions without depending on others and doing it with a full sense of responsibility. (Monk.2014)

Independence is an attitude of self without depending on others, viewing humans as a perfect physical and spiritual unity to be realized in life. So, the independence of each person can be seen from two aspects, namely physical and spiritual.

People currently think that orphanages are an alternative to childcare when families are no longer considered or consider themselves capable of providing good and appropriate care. The number of orphanages throughout Indonesia is very large, approximately 5,250 to 8,610 orphanages. But of this number, only a few orphanages are owned by the government, and most of the orphanages are owned and managed by the community, especially religious organizations. (Lisma. 2012) From the facts that have been seen, it can be said that public awareness in terms of providing institutions that accommodate and serve disadvantaged children in the form of orphanages and the like is quite high. However, whether this concern is in line with the concern in efforts to improve the quality of child care in the orphanage, how is the service at child care social institutions, whether it is by good parenting standards and in line with Law no. 23 of 2002 concerning the protection and rights of children and what is done by social children's orphanages in preparing the independence of their foster children in the future with appropriate programs.

## **METHOD**

This research uses descriptive analytic qualitative research. Qualitative research is called the naturalistic research method because the research is conducted in natural conditions (natural setting). It is called a qualitative method because the data collected, and the results of the analysis are qualitative. (Sugiyono. 2018)

Qualitative research is research to understand the circumstances or conditions experienced by research subjects both in terms of behavior, perceptions, motivations, actions, and others holistically and described using descriptions in the form of words and language, in a special natural context. The literature study was carried out by reviewing theories about independence, researchers directly dealt with texts from books and other supporting journals that explained discussions about independence and self-development. Researchers directly deal with library data that are ready to use, library data can be in the form of primary data juxtaposed with some secondary data that is tailored to the interests of the author to be used as a study and reference material (Mestika.2004).

## **RESULTS AND DISCUSSION**

### **Definition of Independence Education**

Definition of Independence The term "independence" comes from the basic word "self" which gets the prefix "ke" and the suffix "an", then forms a state word or noun. Because independence comes from the word "self", the discussion of independence cannot be separated from the discussion of self-development itself, which in Carl Rogers' concept is called the self, because the self is the essence of independence.

The term independence shows the belief in one's ability to solve problems without help from others. Individuals who are independent as individuals who can solve the problems they face, can make their own decisions, have initiative, and are creative, without ignoring the surrounding environment. According to some experts, "independence" refers to psychosocial abilities that include freedom to act, not depending on the abilities of others, not being influenced by the environment, and is free to regulate their own needs.

Meanwhile, in the context of Guidance and Counseling, these Competency Standards are known as Independent Competency Standards (SKK), which include ten aspects of individual development (SD and SLTP) and eleven aspects of individual development (SLTA and PT). The eleven developmental aspects are developmental aspects, and their dimensions seem to have been arranged in such a way by following and harmonizing with the principles, rules, and developmental tasks that must be achieved by individuals.

According to Bachrudin Muasthafa in Novan, independence is the ability to make choices or decisions and accept the consequences of what happens. Independence in children is manifested when they use their minds in making various decisions, from choosing the learning equipment they want to use, and choosing playmates, to things that are more complicated and include certain more serious consequences (Novan 2013).

According to Diane Trister Dodge in Martinis, children's independence can be seen from the behavior habits and abilities of children in physical, confident, responsible, disciplined, good at getting along, willing to share, and controlling emotions (Martinis.2013).

According to Aurora, independence is one of the most important aspects that every individual and child must possess, because, in addition to influencing their performance, it also serves to help them achieve their life goals, achievements, success, and gain awards. Without being supported by independent nature, the individual will find it difficult to achieve something optimally, and it will also be difficult for him to achieve success. (Depdiknas. 2003)

From the various expert opinions above, it can be concluded that independence is the ability to direct and control one's feelings in thinking and acting, being responsible, having self-confidence, and being disciplined. Being able to control feelings includes the child's self-control and the child's conscience when performing independent behavior. Independence in children is realized if they use their minds in making various decisions, from choosing the learning equipment they want to use, and choosing playmates, to more complicated things.



### **Kinds of Independence**

There are three kinds of independence, namely: Emotional independence, namely the aspect of independence related to changes in the closeness or attachment of an individual's emotional relationship, especially with parents or other adults who interact with him a lot. Examples of emotional independence include the relationship between children and parents changing very quickly, especially after the child enters adolescence along with the more independent children in taking care of themselves in mid-childhood, the attention of parents and other adults towards children decreases.

Cognitive independence is the ability to make decisions freely and act on them. Cognitive independence is independent in acting and free to act on their own without being too dependent on the guidance of others. Independence in action begins at the age of a child and develops very sharply throughout his life.

Value independence, namely the freedom to interpret a set of right - wrong, good -bad what is useful and useless for himself. Among the three components of independence, value independence is the most complex process, it is not clear how the process takes place, and its achievement occurs through an internalization process which is usually not realized, and generally develops the last and is the most difficult to achieve perfectly compared to the other two types of independence. Value independence is growing after most of the ideals of education, job plans, marriage, and self-identity are achieved. Some experts recognize the family and school environment as the main source for the development of value independence. (Kusuma.2013)

### **Factors Affecting the Establishment of Independence**

Several factors are often referred to as correlations for the development of independence, namely: First, genes or parental heredity. Parents who have high independence often lower children who have independence as well. However, this factor has become a matter of debate because some argue that it is not the nature of the independence of the parents that are passed down to their children, but the nature of the parents appears based on the way the parents educate their children.

Second, parenting style. The way parents care for or educate their children will affect the development of the independence of their teenagers. Parents who



prohibit too much or issue the word "don't" to their children without being accompanied by a rational explanation will hinder the development of the child's independence.

On the other hand, parents who create a safe atmosphere in their family interactions will be able to encourage the smooth development of children. Likewise, parents who tend to often compare children with one another will also have an unfavorable effect on the development of children's independence.

Third, is the education system in schools? The educational process in schools that do not develop educational democracy and tends to emphasize indoctrination without argument will hinder the development of children's independence.

Likewise, an educational process that emphasizes the importance of respecting children's potential, giving rewards, and creating positive competition will facilitate the development of children's independence.

Fourth, is the system of community life. The system of community life places too much emphasis on the importance of hierarchical social structures. Conversely, a safe community environment, respecting the expression of children's potential in the form of various activities, and not being too hierarchical will stimulate and encourage the development of children's independence. (Ali.2018).

### **Definition of Self Development**

The formulation of the Competency Standards for Independent Students in Elementary School is a process of increasing one's ability or potential, and personality, as well as socio-emotional so that it continues to grow and develop. (Marnawi. 2016).

Self-development is a complete process from the beginning of the decision to the peak of success in achieving independence and leading to self-actualization. Change and development aim to enable people to adapt to the environment in which they live, recognize the state of oneself in the immediate environment, accept the state of oneself as part of the environment, and display behavior following the existence of oneself in the environment. To achieve this goal, self-realization or so-called self-actualization is very important.

Self-development relates to self-potentials that are optimized effectively and continuously. Potential is human capital to grow and develop extraordinarily if it can be detected, motivated, and developed, or actualized in real life. Every child has potential within him. It's just that sometimes these potentials do not appear because no efforts have been made to optimize these potentials. (Emilda. 2021)

The Minister of National Education Regulation Number 22 of 2006 concerning Content Standards which contains a curriculum structure, has sharpened the need for a self-development program to be drawn up and implemented which aims to provide opportunities for students to develop and express themselves according to the needs, talents, and interests of each student following school conditions (Ketut Made 2014).

### **Implementation of Self Development**

The forms of self-development implementation are as follows: Routine Activities, which include activities that are carried out regularly, both in class and at school, which aim to familiarize children with doing things well. Such as flag ceremonies, gymnastics, special religious worship together, regularity, and maintenance of personal hygiene and health.

Spontaneous activities, namely self-development activities that are not specified in place and time, such as: getting used to saying greetings, getting used to throwing garbage in its place, and getting used to queuing. Exemplary activities, namely self-development activities that prioritize giving examples from teachers and other education/orphanage managers to students such as in the form of daily behavior such as: dressing neatly, speaking well, and arriving on time.

Programmed Activities, namely self-development learning activities that are formally programmed and planned both in the classroom and outside the classroom and school aim to provide additional insight to children about new elements in social life that are important for children's development. Such as Workshop and Visit (Outing Class). (Rosyid.2021)

### **Understanding Orphanage Children**

The orphanage is an institution that accommodates orphans, orphans, and orphans, as well as underprivileged children, where these children are educated and developed their potential to equip them to navigate life.

The scholars and all ilmi agree that the word orphan is given to a child whose father died before puberty (adult). (Ali.2003) This limitation is added because there is a hadith that says there are no orphans for children who have reached the age of puberty. Rasulullah said:

Meaning: "No longer called orphans who have dreamed (baligh)". (Narrated by Abu Dawud)

But what is meant by baligh here is when he is an adult and independent. In general, adults are described with everything that has matured. Maturity can be interpreted from aspects of biology, law, personal character, or social status. Some of these aspects of maturity are often inconsistent or even contradictory. A person can be said to be an adult because of the biological aspect and has an adult character but is still treated like a child.

Foster child independence education provided by the Orphanage, that the caregiver has provided appropriate guidance and guidance in various ways and efforts, such as when there is a foster child who violates the rules set at the Orphanage, the caregiver and administrator will give the appropriate punishment. by foster children.

Many ways have been done by caregivers and administrators in guiding and fostering foster children, but there are still many of them who violate the established rules. Such as not praying in congregation, not being disciplined in time, and not maintaining cleanliness The coaching efforts carried out by caregivers and administrators have not succeeded in fostering foster children to the maximum possible, because the number of foster children is more than the caregivers and administrators, so it is not possible to foster one foster child one by one, and many other obstacles make the caregivers and administrators in fostering the independence of the foster children. In particular, the role of caregivers and administrators in fostering the independence of foster children is included in the goals expected by the Orphanage.

This can be seen by studying Sufism and religious knowledge for the formation of good morals and forming an independent person so that when he leaves the Orphanage, he is expected to live a better life in the future.

## **CONCLUSION**

The roles of caregivers and administrators in self-reliance education in fostering children's independence are: First, to set a good example for foster children. Second, guiding and fostering foster children because guiding and fostering foster children is the obligation of caregivers and administrators. Third, approach foster children, both specifically and, because each child has a different character. In fostering the independence of foster children, the caregivers and administrators face two factors, namely supporting and inhibiting factors. Internal factors are facilities and a comfortable environment so that caregivers and administrators can successfully foster, and guide foster children. While external factors are government and community support.

The inhibiting factors are internal, namely, the lack of awareness and desire of foster children in getting used to the rules made by the orphanage, while the external inhibiting factor is the background of children who cannot be coached early on by their parents or guardians. The guidance and guidance provided are by Islamic teachings that are instilled in foster children when they are given guidance, namely by referring to the Qur'an and Hadith and applying them to everyday life.

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