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Social Rehabilitation of Children Through Basic Needs Services in Social Services Department, DKI Jakarta Province

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Abstract

This study aims to describe the efforts and challenges of social rehabilitation services for children through basic needs fulfillment programs in the Special Capital Region of Jakarta, Indonesia. A qualitative approach with a descriptive research design was employed to provide a detailed and contextual understanding of the phenomenon. A total of 14 informants were selected using purposive sampling based on Neuman (2014), consisting of policymakers, social rehabilitation practitioners (foster parents, social workers, psychologists), and service recipients (institutionalized children and care leavers). The findings reveal that social rehabilitation efforts include: (1) capacity-building services for children through physical guidance, psychosocial support, spiritual guidance, life skills training, and self-actualization support; (2) services to fulfill children's rights such as basic needs provision, accessibility services, caregiving, social advocacy, and family tracing; (3) pre-termination guidance including career development and support for higher education; (4) institutional strengthening through child protection policies, multidisciplinary approaches, human resource management, and institutional standards; and (5) termination processes such as family reunification and referrals to other care institutions. These efforts have successfully met the goals of social rehabilitation as outlined by Wallace (2023), enabling children to reintegrate and participate in education, employment, and social roles within their families and communities.

Keywords : ***social policy, social services, child social rehabilitation, basic needs, residential care***

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Introduction

Children are the next generation who are important assets of the nation. Issues regarding child welfare are the focus of discussion and are still often found at local, national, and global levels. In addition, Indonesia faces challenges in preparing a superior and quality generation of children because it is faced with a demographic bonus where the majority of the population is in the child age range.

Data shows that Indonesia has 281.60 million people, with 66.14 million children aged 5-19 years (Central Bureau of Statistics, 2024). With 69.58% of the population being of productive age including children, Indonesia is strengthening the development of Human Resources (HR) as a National Priority Program 2025-2029 which states that development begins with the fulfillment of basic services and the formation of human capital, one of which is through child protection programs. This investment is considered important by UNICEF (2020) so that the younger generation grows up healthy, smart, and competitive in welcoming the future of the nation. In addition to facing the demographic bonus, another major challenge is creating child welfare in order to build a quality and productive generation.

However, in fact, there are still many social problems found in children., such as violations of children's rights in various countries. UNICEF (2024) noted the decline in children's human rights due to global conflicts. In Central Asia, 60,000 children live in orphanages, and 203 children per 100,000 experience family separation. In Indonesia, the 2020 DTKS recorded 67,368 abandoned children, 8,320 street children, and 24,947 cases of child violence (KPAI, 2020). There are also 2.33 million child workers, with 20% of them working more than 40 hours per week and the majority earning <Rp1 million/month (BPS, 2022).

In addition, it was found that children aged 13–17 years experienced the most violence (7,946 children) and 1,791 children experienced neglect (Ministry of Women's Empowerment and Family, 2024). Children who experience neglect are at high risk of experiencing emotional problems, antisocial behavior, substance abuse, and aggressive behavior. The survey revealed that 2.2 million children live in alternative care, and 2.67% of early childhood children do not live with both parents (BPS, 2022). Children who experience separation from their families then live in alternative care. Referring to the continuum of care, the last alternative care for neglected children is through residential care.

In order to improve the social welfare of the community, Midgley (1995) stated that the challenges in increasingly complex social development require joint action from the government, society and individuals through social policies and programs that directly address issues in social

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welfare. Based on the view of state obligations, the government has an obligation to provide protection and realization for the fulfillment of human rights (Ife, 2008). The role of government is strengthened through the concept of autonomy which Kataja (2022) describes as a rational concept that needs to be considered in developing social rehabilitation policies.

Based on this perspective, one form of social policy aimed at addressing child welfare issues is the establishment of Panti Sosial Asuhan Anak (PSAA), administrated by the Social Service Department which provide social rehabilitation programs for neglected children in Jakarta Province. The policy is stated in Law No. 11 of 2009 that social rehabilitation is a means of restoring individual social functions. The DKI Jakarta Provincial Social Service is responsible for implementing basic social rehabilitation (Regulation of the Minister of Social Affairs of the Republic of Indonesia No. 16 of 2019). Provisions regarding the types of basic services provided by the Child Care Social Institution in the DKI Jakarta Province refer to the Minimum Service Standards for child social rehabilitation as regulated in the Regulation of the Minister of Social Affairs No. 09 of 2018 concerning Basic Service Technical Standards in the Minimum Service Standards for the Social Sector in the Province and Regency/City.

In the researcher's initial study, foster children experienced various types of problems related to self-adaptation, the child's ability to follow lessons at school, addiction, mental health problems, deviant behavior to several conditions of children who require special therapy. In one of the social institutions for foster children, 45% of children were addicted to cigarettes (Panti Sosial Asuhan Anak, 2024). According to Setiawan (2023), children often experience various deviant behaviors including criminal acts or crimes, drug abuse, brawls, and sexual relations outside of marriage. In the researcher's initial study, it was found that several foster children were exposed to drug abuse which caused them to need psychotherapy to overcome this condition (Panti Sosial Asuhan Anak, 2024). Other research results are in the form of case studies that describe sexual behavior in children and adolescents living in orphanages (Waititalong, 2021).

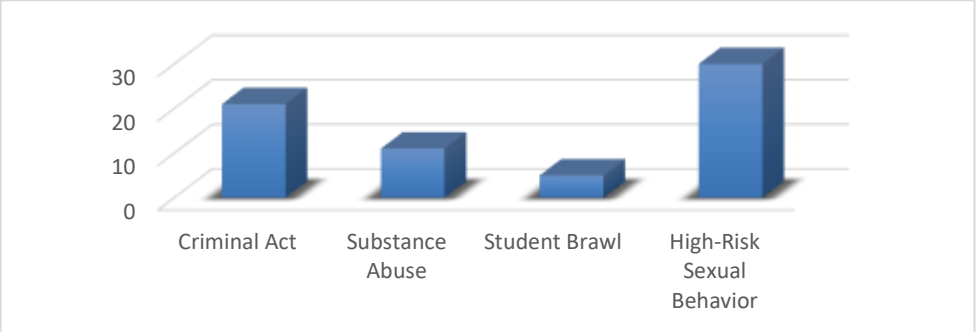


Figure 1 Social Problem of Children

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On the other hand, social rehabilitation efforts organized by the DKI Jakarta Provincial Social Service can encourage children to be able to have an independent, normative, and socially functional life. From the results of previous studies, it is known that there are several care leavers of the Children's Social Orphanage who are already working (Febrianti, 2014; Fickiansyah 2016). In addition, there are children who are channeled to take training at the Job Training Center after completing high school education (Equivalen, 2018). Several children who have completed training at the Children's Social Orphanage owned by the DKI Jakarta Provincial Government then continue their education to university level (Nurfitri, 2022). This is in accordance with the objectives in Wallace (2023) namely to help build human resources and support the community to return and participate in education, work, and their roles both in the family and in society.

Based on a review of previous research through *publish or perish* (POP), thematic findings were found in accordance with the research to be carried out, including those related to social rehabilitation, fulfillment of basic needs, and residential care. In the results of Merlindha's research (2015), social rehabilitation efforts for homeless people and beggars were reviewed based on a process consisting of assessment, service plans, intervention, evaluation and monitoring, and termination. Meanwhile, Simanjuntak's research (2013) provides an alternative approach to family-based care which is carried out in social service institutions so that it can present a family atmosphere for neglected children. In addition, the results of research by Vavrova (2014) and Rahmadinia P. (2017) that there are various risk factors for placing children in institutions including the fact that children tend to maintain the risky behavior they had before entering residential care, children experience the risk of psychological stress, the risk of unfulfilled child safety and security needs, personality disorders in their interactions with others, and problematic behavior that is far from applicable norms.

Based on a review of previous research, there are several research gaps, including the absence of any research that discusses the implementation of social rehabilitation policies for Panti Sosial Asuhan Anak (PSAA), and this research not only describes the various forms of services provided in social rehabilitation for children but also presents the achievements of the implementation of social rehabilitation for children in the DKI Jakarta Province area from various informant perspectives.

Therefore, based on the explanation, it is interesting for researchers to describe the efforts made by policy makers and implementers of social rehabilitation at the Panti Sosial Asuhan Anak (PSAA) DKI Jakarta Province. This is important considering Indonesia's current challenges in building superior and quality human resources so that social rehabilitation is expected to

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encourage children to have an independent, normative, and socially functional life both while still in the institution and after completing guidance from the institution.

Thus, based on the results of the study of previous research and phenomena found in the field, it is interesting for researchers to identify and describe *"Social Rehabilitation of Children Through Basic Needs Services in Social Services Department Jakarta Province"*

LITERATURE REVIEW

The Concept of Social Rehabilitation in the Context of Social Policy

In order to improve the social welfare of the community, Midgley (1995) stated that the challenges in increasingly complex social development require joint action from the government, society and individuals through social policies and programs that directly address issues in social welfare. One form of social policy implemented by the local government is through social services that aim to eradicate various social problems, including social rehabilitation for neglected children.

Rehabilitation is an important health strategy to enable participation in education, work, and society (WHO, 2020). In other literature, social rehabilitation is specifically mentioned in Law No. 11 of 2009 as "*a process of refunctionalization and development to enable a person to carry out their social functions properly in community life*". In Wallace (2023) the goal of social rehabilitation is to help build human resources and support people to return and participate in education, work, and their roles both in the family and in society.

Kataja (2022) describes that social rehabilitation is viewed from a holistic perspective that tries to improve human well-being by strengthening opportunities and facilitating interactions between individuals and their environment. Coppola (2018) added that in the implementation of social rehabilitation, the client's socio-emotional competencies and skills are interrelated with environmental, social, and economic factors. This adds to the view that changes in social rehabilitation can be made by influencing environmental factors that support the goals of rehabilitation itself.

In Wallace (2023) the effectiveness of social rehabilitation implementation can be interpreted as, "*a problem-solving process within the context of the holistic biopsychosocial model of health, which is delivered in a person-centered manner by an expert, multidisciplinary team who set collaborative team-based goals and monitor intervention outcomes. It includes repeated practice of functional activities, education with an emphasis on self-management, psycho-social support, and specific interventions that are tailored to the patient's priorities, needs and goals*".

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Based on this definition, social rehabilitation uses a case management approach as a method that can coordinate various services tailored to the child's needs. Kirst-Ashman and H. Hull (2018) define case management as "*a method of providing services whereby a professional social worker assesses the needs of the client and the client's family, when appropriate, and arranges, coordinates, monitors, evaluates, and advocates for a package of multiple services to meet the specific client's complex needs*".

Based on Kirst-Ashman and H. Hull (2018) in Understanding General Practice, social rehabilitation can be provided in the form of direct services and indirect services. Direct services are in the form of various forms of services provided directly to clients, such as counseling, therapy, crisis intervention, motivational guidance, mentoring, and various other forms of individual capacity building. While indirect services are by connecting clients with the required resource systems and/or advocacy with various resource systems for the benefit of the client.

Concept of Basic Needs

Before identifying the basic needs of children, it is necessary to first understand the definition of a child that applies nationally in Indonesia. A child is someone who is not yet 18 years old, including children who are still in the womb (Law No. 35 of 2014). Children often experience various forms of violence including physical violence, psychological violence, sexual violence, neglect, economic exploitation, and other forms of violence. Quoting from Petr (2003) that "*child neglect is a broad category of child maltreatment that describes the failure of adult caretakers to provide for the basic needs of their children*". Therefore, in revealing issues and problems related to the welfare and fulfillment of children's rights, it cannot be separated from an understanding of the concept of basic human needs.

Basic human needs can be interpreted as a fundamental component of the fulfillment of human rights (Ife, 2009). Basic human needs were introduced by Maslow and consist of physiological needs, the need for safety, the need for love and affection, the need for appreciation, and the need for self-actualization. Basic needs are interpreted as fundamental things that must be met by every individual to achieve well-being and self-actualization (Maslow, 1954). In its development, Maslow (1970) added cognitive needs and aesthetic needs as basic human needs.

Human development is greatly influenced by events that occur in the social environment, both microsystems, mesosystems, exosystems, macrosystems, and chronosystems (Bronfenbrenner, 1979). Continuous interaction and synergy between genetic and environmental

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factors are considered to be able to shape individual behavior known as the proximal process (Bronfenbrenner, 2006).Bioecological theory is closely related to the person-in-environment concept introduced by Kirst-Ashman and H. Hull (2018) as a perspective in seeing individuals dynamically involved and continuously interacting with various systems in their social environment, including family, friends, work, social services, politics, religion, and the education system.



Figure 2. *Eight Level's Hierarchy of Need's Model by Abraham Maslow*
Source: Alan Chapman (Maslow, 1970)

In addition, understanding basic human needs cannot be separated from the process of individual development in the context of psychology and social. Erikson's psychosocial development theory (1977) provides an important framework in order to understand how the fulfillment of basic needs plays a role in shaping the psychosocial development of individuals throughout their lives. Children's basic needs are also inseparable from understanding children's rights as stated in the Convention on the Rights of the Child (1989). This is also supported by Ife's view (2008) that social rehabilitation in order to fulfill children's needs is relevant to second-generation human rights.

Residential Care Concept

Barker (in Kirst-Ashman and H. Hull, 2018) defines social service institutions as *"social*

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services agencies generally serve a designated client population experiencing a defined need. Examples of social services agencies include a family services agency, a Department of Human Services, and a nursing home". The definition of residential care is conveyed by Brooks (2006) who describes that care is a process of caring for, maintaining, and guiding children throughout their lives and a reference in meeting basic needs to life values. Rahmadiana (2019) added that care is not limited to the relationship between parents and children, but can also be in the form of carrying out responsibilities and functions to support the development of every aspect of children's lives carried out by individuals other than their biological parents.

Children in residential care face various stages in the care provided by the adults around them. Davies (2004) describes the challenges of caring for children in institutions, namely getting little stimulation and opportunities to build attachment with the adults around them, less than optimal fulfillment of physical and medical needs (room capacity, inadequate clothing and bedding, and unbalanced nutritional fulfillment), caregivers who work shifts with an unbalanced ratio, and the emergence of neglected aggressive attitudes. In addition, Vavrova (2015) added that children in residential care tend to maintain risky behaviors that they had before entering residential care, experience the risk of psychological stress, the risk of unfulfilled needs for security and safety, personality disorders in their interactions with others, problematic behavior and far from applicable norms.

The main purpose of parenting is to create and provide a conducive and supportive environment for a child to achieve optimal potential in his/her development. The two-way relationship between the child and his/her parents or caregivers is a key aspect that determines how the parenting process occurs. Baumrind (in Santrock, 2012) classifies 4 parenting patterns for children including permissive, authoritarian, neglectful, and democratic parenting patterns. Kalil (2013) states that democratic parenting (with a balance between affection and consequences if violations occur) is seen as an effective approach in parenting that is able to create a resilient family atmosphere for child development.

Caregivers as parties who replace the role of parents in residential care have various functions in accompanying the growth and development of children for a long period of time so that building attachment becomes one of the important abilities for foster parents in the institution. Davies (2004) said that the attachment of caregivers to children has several functions including providing a sense of security, regulation in alertness and action, the ability to express feelings and communication, and as a basis for children's ability to explore. There are four types of attachment that can be built by caregivers in Davies (2004), namely secure attachment,

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avoidant attachment, resistant attachment, and disoriented attachment.

Reder, Duncan, and Lucey (2003) stated that there are three fundamental elements in foster care, including Care (caregivers facilitate children's needs both physically, emotionally, to working on children's welfare including protecting children from illness, threats, accidents, or mistreatment from others around them), Control (caregivers provide monitoring and assistance to children in their daily activities), and Development (assistance in developing children's talents, interests and potential). From the various literatures above, it is explained that foster parents for children in residential care play a very important role in realizing a child's welfare both in their social and emotional needs.

RESEARCH METHODS

This study uses a qualitative approach with a descriptive research type to provide a more specific picture in answering the research objectives with a total of 15 (fifteen) informants consisting of policy makers, social rehabilitation implementers (foster parents, social workers, psychologists), and beneficiaries (foster children and care leavers). This study was conducted at the DKI Jakarta Provincial Social Service and 3 (three) child care institutions owned by the DKI Jakarta Province, namely the Panti Sosial Asuhan Anak Putra Utama 1, Panti Sosial Asuhan Anak Putra Utama 2, and Panti Sosial Asuhan Anak Putra Utama 3. In selecting informants, a purposive sampling technique was used, based on Neuman (2014) so that informants can represent and provide a comprehensive picture of the phenomena found in the research background. Data collection techniques in this study used document studies, in-depth interviews, and observations. Data analysis techniques in this study used open coding, axial coding, and selective coding.

RESEARCH RESULTS

Strengthening Children's Capacity

One of the efforts for social rehabilitation of children is in the form of strengthening children's capacity which consists of physical guidance, psychosocial support, spiritual guidance, life skills guidance, recreation and entertainment guidance, self-actualization support, character guidance, as well as education and training for social care residents. In the research results it is known that physical guidance for children is organized in the form of activities to maintain and improve the physical health of social residents in social care institutions for children. The implementation of physical guidance for children, one of which is given in the form of routine health check-ups for foster children in collaboration with the local Health Center. This is in

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accordance with the following interview excerpt:

> *"…we already have an MOU for the orphanage children, there is routine screening, twice a year. Then there are also HIV-related examinations and socialization from the Health Center…." (MH, Foster Parent, December 2024)*

Physical guidance is also carried out in the form of coaching in carrying out daily activities including those related to personal and environmental hygiene.In addition, one of the efforts made in organizing physical guidance is various sports activities and gymnastics activities in collaboration with the TNI-AD Military District Command.

> *"Here there are coaching activities which include physical exercise, namely silat, gymnastics with Kodim, and futsal.." (PT, Social Worker, November 2024)*

Various conditions of foster children's problems faced during their growth and development often have an impact on psychological and social aspects. Based on findings in the field, children in the orphanage experience various mental health conditions including depression, anxiety, and schizophrenia. In addition, there are several conditions of complexity of problems from the past to the present that cause foster children to face trauma.

Psychosocial support is implemented through various efforts consisting of psychological interventions, counseling services, case management, care leavers strengthening, to strengthening children's interpersonal relationships. Psychological interventions implemented by expert psychologists at the Children's Social Welfare Institution are implemented through 3 (three) forms of intervention, namely (1) psychoeducation (2) psychotherapy, and (3) psychological tests. In addition, expert psychologists also provide special assessments of accompanying officers to identify the mental health conditions of foster parents who interact directly with children.

Based on the experience of psychologists, psychoeducation can help children to recognize and manage feelings based on past experiences so that they have awareness of the problem but also have the ability to solve it. This is in accordance with the following interview excerpts with expert psychologists:

> *"..there were children who were teenagers at that time and had high libido, then they masturbated. In the counseling session, I gave education that the urge was natural, you are a teenager, it is natural, but the way to solve it needs to be done in the right way.." (HK, Psychologist Expert, November 2024)*

In addition, psychologists also provide psychotherapy as a process of refunctionalization of children in overcoming various problems themselves. Some forms of psychotherapy that have

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been given to children in Panti Sosial Asuhan Anak (PSAA), include (1) dialectical behavior therapy (2) talk therapy (3) occupational therapy (4) cognitive behavioral therapy (5) emotion focused therapy (6) hypnotherapy. Based on research results, psychotherapy has a positive impact on the academic development and self-awareness of foster children to be responsible for their roles.

An interesting finding from the research results is that there is a role for care leavers in providing psychosocial support for children who are still in children's social orphanages. Based on an interview with one of the care leavers, the initiative to create the Borderless Family Community (KKTB) is as follows:

> *"We still need motivation from adults around us after we finish high school education, but for us, the children of the country, we have no one, if there is a problem where do we run? That is the background of me creating this community, for monitoring tools, even I am like their substitute parent" (FR, Care Leavers, October 2024)*

Psychosocial support is also carried out by providing reinforcement to the child's interpersonal relationships through strengthening the child's relationship with his/her biological family, the child's relationship with the opposite sex, and the child's relationship with friends. This is supported by the following interview excerpts with several informants:

> *"…since the beginning we knew there was a family, there was a form that had to be filled out by the family, that the family was required to visit at least once a month and it was stamped. So, parents couldn't just give their children to the state." (NR, Social Worker, November 2024)*
>
> *"..teenagers will certainly automatically experience that with their developmental tasks related to the opposite sex. How do we direct them so that it does not exceed the limit? Because if they socialize with friends at school, they will automatically experience that too.." (RA, Social Worker, November 2024)*

Based on the research results, social rehabilitation efforts in strengthening individual capacity are also implemented in the form of spiritual guidance. The form of spiritual guidance implemented at the Children's Social Welfare Home is through religious activities, lectures, and memorization of Iqra and the Qur'an. Religious activities are carried out in the form of commemorating religious holidays, competitions, to routine activities, namely congregational prayers for Muslims and accompaniment to the Church for Christians.

> *"From the moment we wake up, there are religious activities, yes, we have mosque facilities so we always pray in congregation. Then for non-Muslim children, we usually take them to church..." (NR, Social Worker, November 2024)*

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One social worker shared her experience of using a spiritual approach when providing guidance to children who were going through puberty,

> *"First, we have to provide education that their development during adolescence is related to health, and also provide religious provisions, such as when they reach puberty, what kind of responsibilities they have to have and what are the risks, spiritual approaches like that are more appropriate..." (RA, Social Worker, November 2024)*

One form of psychosocial support that can be given to foster children is life skills guidance. Life skills guidance is not only aimed at equipping children with practical skills to face the challenges of everyday life, but also helping foster children to develop their abilities.Based on the research results, the life skills guidance that has been provided includes (1) critical thinking skills (2) independence (3) leadership (4) self-confidence (5) cooperation (6) digital competence (7) self-management (8) resilience, and (9) responsibility.This is supported by statements from several informants as follows:

> *"Here, in addition to being trained, we are also taught how to prepare for what we will face outside, such as maintaining cleanliness, tidiness, and cooperation, that's what is needed outside later. All officers work together to build and teach the children. Of course, there is also direction from the head of the orphanage for that" (RR, Foster Child, October 2024)*
>
> *"One of the motivations that I remember is not to forget the past, but rather to accept that the problem existed and happened in the past, yes, it is remembered but there is no need to feel how it felt" (IT, Foster Child, October 2024)*
>
> *"Emotional intelligence is based on how they understand, overcome the problems that arise and they face. So if they can understand it better and overcome their problems, when they return to the social environment, they will grow into mature and strong individuals. They can survive and grow to be useful for others.." (LY, Psychologist Expert, November 2024)*

One informant who works as a child psychologist at a social institution is of the view that independence is one of the goals of social rehabilitation which is provided in the form of life skills guidance.

> *"For me, the goal of the rehabilitation they receive is to equip them, to empower them, so that later when they move to the next shelter after graduating from high school, they have the minimum capital to be able to live on their own, they have certain abilities, they grow like other children and later they can be empowered for their lives" (HK,*

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Psychologist Expert, November 2024)

In line with this, the Head of the Child and Adolescent Social Rehabilitation Sub-Group is of the view that strengthening soft skills is very necessary for foster children to face challenges in the future, for example in conditions of tight job competition to increasingly high unemployment rates even for college graduates. He emphasized that resilience skills can encourage foster children to learn from experiences faced in the past to be a starting point in building mental resilience for children in the future.

"They must be able to change their future so that they don't go back to that, becoming a problem for other people, they must have resilience, their soft skills and hard skills must be good, their skills must be good, because outside the orphanage the challenges are big." (DA, Head of Children and Youth Sub-Group, November 2024)

The results of the study show that in strengthening individual capacity, self-actualization support is an effort in social rehabilitation carried out by children's social orphanages through various strategies, including self-development activities, competition activities, providing appreciation, utilizing social media, participatory approaches, and the presence of children's organizations in the orphanage.

"There are skill activities that highlight talents and interests, for example drama activities, then inter-room competitions, there are physical activities such as silat, then there are extracurricular activities such as band music, there is singing.." (FR, Care Leavers, October 2024)

"…usually there are also August 17th competitions, room cleanliness competitions, soccer, and group competitions like that to train the children's souls to be confident and willing to fight" (MH, Foster Parent, December 2024)

One of the social orphanages for children has created an innovation called Rubik Ananda as a place for foster children to express themselves through the various potentials and talents possessed by the foster children.

"For self-actualization, we also have a social media pioneer on YouTube, called Rubik Ananda. We hold a podcast that is indeed intended as a forum for foster children who want to express themselves. In the sense that, for example, he wants to appear on YouTube, I want this lecture, like we facilitate it" (PT, Social Worker, November 2024)

Support for self-actualization for foster children is also carried out through the formation of an orphanage organization as a forum for children's aspirations in voicing their opinions. Based on the results of an interview with one of the foster children in one of the orphanages, this

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organization can be a forum for children to actualize themselves and develop organizational skills.

"Its function is the same as OSIS in schools, namely as a channel for children's aspirations and to assist officers as well as connecting the ties of friendship between children and caregivers. If there is a gathering like that with office people, usually we are often given the opportunity to talk about the regulations or the future of this orphanage.." (RR, Foster Child, October 2024)

In addition, IT added that his institution provided opportunities and support so that he could attend seminars that were relevant to his major at school, even though they were organized by institutions outside the orphanage.

"…lately I like to attend seminars that discuss films because it is related to the major I am taking. And many seminars are free so they don't cost anything" (IT, Foster Child, October 2024)

Children's Rights Fulfillment Services

Based on the results of research from various informants, social rehabilitation efforts in fulfilling children's rights include fulfilling physiological needs provided by the DKI Jakarta Province child care social institution, including clothing, housing, clean air, clean water, personal hygiene, and food by involving nutritionists. This is in accordance with the responsibility of the child care social institution under the DKI Jakarta Provincial Social Service which is required to provide basic social rehabilitation for children.

"...to fulfill food needs, we have a collaboration with Nutritionists at the Health Center regarding the nutritional content of their food, so the menus have been made, there are also vegetable and fruit proteins, so we are sure..." (MH, Foster Parent, December 2024)

"For our food here, there is a budget from the APBD which allocates to provide food for foster children three times a day with a 4 healthy 5 perfect menu and that has been consulted with a nutritionist." (PT, Interview, November 2024)

In terms of housing, the orphanage maps children based on capacity, gender, age, and takes into account the characteristics of the problems experienced by the child.The division of dormitories is also done as an effort to prevent bullying and seniority in the orphanage. In addition, the condition of foster children's problems can also be a consideration in the mapping of dormitories carried out by officers.

"For the distribution of child companions, we have 21 child companions. Each companion handles seven children. So it depends on the classification of the child's problem itself.

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Sometimes if it's a boy, it's vulnerable to girls, so they are given something that's not too heavy, except for those with a basic social worker who can condition it" (SI, Foster Parent, October 2024)

In the social orphanage of the DKI Jakarta Provincial Social Service, the fulfillment of the need for decent housing can support comfort for children. A room as a private space can play a strategic role in supporting children's daily activities, both as a place to rest, study, and build a sense of security and calm. RR as one of the foster children stated that the housing facilities provided in his institution were sufficient and supported comfort for children.

"…for the dormitory itself, it is quite comfortable here because there are several adequate facilities such as fans, cupboards, mattresses, beds" (RR, Foster Child, October 2024)

However, there are obstacles in the quality of air in the orphanage environment due to air pollution from factories that have an impact on the health of children. Although the orphanage has worked with the Environmental Service to find a solution, until now there has been no resolution so that the preventive efforts carried out by children are given vitamins and milk regularly to increase their immune system.

In addition, due to various conditions of neglect experienced by foster children, not all foster children have a Population Identity Card and other administrative files. Therefore, in order to fulfill basic rights for children in the orphanage, this is done in the form of fulfilling the child's identity rights through family tracing, to facilitating the creation of population data such as NIK, Birth Certificate, KIA, to BPJS. This is supported by the following informant's statement:

"If there is no identity yet, for example, from the streets, we usually make it, in collaboration with the Population and Civil Registry Office. The Population and Civil Registry Office is also for children's population needs, such as Birth Certificates, NIK, KTP, KK, and BPJS Health, they are interrelated..." (PT, Social Worker, November 2024)

Based on the results of the study, social rehabilitation efforts are implemented through services on health access and education access. Health access services are implemented through collaboration with the Health Center and Hospital in order to obtain health facilities according to the client's medical problems. There are several medical conditions of foster children that require further treatment at the Hospital, for example foster children who require heart and lung control at RSCM, foster children who experience Resistant TB, children with various mental health problems (paranoid, anxiety, suicidal tendencies, depression, schizophrenia, obsessive compulsive disorder, children with special needs, children with developmental problems who undergo neuromapping therapy, to other medical problems. In accessing health services, foster

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children receive BPJS PBI facilities.

In addition, accessibility services are also provided in educational access. Educational access services for foster children include (1) cooperation between the Social Service and Education Service in implementing affirmative policies, namely special registration routes for State Schools in the DKI Jakarta Province and educational assistance such as the Jakarta Smart Card (KJP) for orphanage children (2) providing various educational support facilities for foster children, both those covered by the KJP and other supporting facilities such as the availability of Operational Service Vehicles as a means of transportation for children, the need for laptops and computers, to the availability of wifi that can help children's learning facilities (3) organizing Tutoring activities with Tutoring Teachers facilitated in the APBD (4) conducting various advocacy in the form of school visits.

Foster parents have a very important role in replacing the role of parents for children in residential care. With the limitations of the residential care system, the presence of foster parents has a great responsibility in accompanying every stage of the child's development in the institution. Based on an interview with an care leavers, obstacles in the care aspect can potentially affect the child's future in the future. FR highlighted the importance of parenting patterns in accompanying children to find and channel their potential in supporting their careers in the future.

> *"When we are ready to be placed in PSAA, it means we have to be ready to play a rolesubstitute parents for them, as much as possible minimize the obstacles so that they do not affect the success of the children. Give the child the opportunity to sort and choose. If we think the choice he made was wrong, our job as a companion is to correct, straighten it out, find a solution, discuss with the leader, not provide justification for the child. Because there are so many obstacles that can occur if parents in the orphanage cannot be good listeners, because the child's success depends on us" (FR, Care Leavers, October 2024)*

In an alternative care system such as a social home for children, the presence of foster parents is one of the important elements for the growth and development of children. Each foster parent has a different character and type of care from each other and becomes its own uniqueness depending on the strategy implemented by each foster parent in carrying out their role. MH, one of the foster parents who has worked for 7 years who applies democratic care by opening a discussion space and providing opportunities for children to express their opinions. This is one way for foster parents to implement a joint commitment with their children.

> *"….I use an approach of talking to the child, what they want, then finding the best middle ground. The child has the right to have a voice, we are also required to give them the*

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opportunity to listen to what the child wants. Let them make promises to themselves so that the child can commit." (MH, Foster Parent, December 2024)

In addition, officers at the orphanage social institution try to always provide attention and affection through daily interactions. One social worker views that the challenge for a companion officer is that they have to divide their attention between many children. With a limited number of companions, they must be able to divide their time between accompanying the children and completing other tasks,

> "...it is quite difficult to meet the need for love and affection because there are 17 companions here. Each companion accompanies a maximum of 8, a minimum of 6 children. With the addition of their respective duties..." *(PT, Social Worker, November 2024)*

Attachment between children and foster parents in a social orphanage is an important thing as an effort to fulfill the need for affection. Warm and meaningful relationships with adults around them who can be trusted can be a strength for children to survive various challenges while undergoing the dynamics of life in the orphanage, especially in facing the future after the children have completed their fostering period in the orphanage.

> *"...it just so happens that there are some people who have high empathy for children, they can care for and accompany children deeply, can touch them so that children are more open to them. Even though they are not the children they care for. From there it is clear, sincerity is needed. A child's shoelace comes loose and then his friend says 'here, daddy puts it on' or always reminds him of little things 'are you going to school, have you brought a drink? Have you left your supplies behind? Try checking again'. That is a simple form of attention but the child feels appreciated" (LY, Psychologist Expert, November 2024)*

One of the social rehabilitation efforts in the form of indirect services is provided through social advocacy. One form of advocacy carried out by SI, a companion with a background in social work education, explains his experience in the field in advocating for the UTBK Tutoring program for foster children in grade XII so that it can be included in the budget component. The following is an excerpt from an interview with an informant:

> *"... finally I thought, why not just look for components to include in the budget, oh okay, then at that time the Guidance Unit agreed, the leadership was also okay with that. Until we designed, okay we proposed, we don't just include Math and English tutoring, for children like that. We include UTBK, but with the system, UTBK is not every month" (SI,*

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Foster Parent, October 2024)

In addition, the Head of the Children and Adolescent Sub-Group as a policy maker conducts social advocacy in order to encourage policies so that children of the country who wish to continue to higher education can be accommodated as recipients of KJMU assistance. In addition, advocacy is also carried out by developing collaboration with various sectors in bridging the needs of foster children at the level of social child care institutions.

Family tracing for children is an integral part of social rehabilitation efforts to prevent separation from family. Family tracing activities are carried out as an effort to find out the whereabouts, conditions, and real identities of foster children, and the possibility of reunification with the child's family. One informant explained the family tracing carried out by social workers as follows:

> *"….for example, if there is no personal data at all, we conduct a home visit or trace the family, whether they have a birth certificate, diploma, or other personal data. If the family is found and it turns out that it is possible to return home, then we also have reunification" (NR, Social Worker, November 2024)*
>
> *"….after we conduct an assessment with the new child, we find out that his background has been on the streets for a long time or he is not from there, or he got off at the terminal, so that is the basis for us to trace his family or relatives. During the visit, we provide an assessment whether the child is worthy or not to enter our orphanage. If it can be traced." (PT, Social Worker, November 2024).*

Pre-Termination Guidance

Based on the research results, before the termination of foster children, the institution provides pre-termination guidance consisting of career coaching and mentoring towards higher education. Career coaching is a step in preparing foster children for an independent and productive future, where children have the opportunity to determine their future.

One of the activities carried out by the social orphanage in order to prepare foster children for grade XII is to conduct mapping and assessment to find out the foster children's career plans after completing the guidance in the orphanage. The assessment and career mapping activities for foster children for grade XII are carried out by social workers, starting with recording the plans of each foster child and then providing input and motivation as needed based on the assessment results.

"For high school students, for this independence, we continue to provide and encourage

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them to have a direction, meaning they have a vision and mission for the future, so when we are in high school, we usually have a mapping too. Their mapping is to choose whether to work or go to college." (RA, Social Worker, November 2024)

One form of career development is by facilitating foster children to get to know the world of college and the world of work directly through visiting activities. Based on interviews with care leavers from toddlers to high school graduates, career development can be a motivation for them in achieving their desired goals, namely becoming a lecturer.

"…When I was in high school, I had a head of an orphanage named Dr. Yanuardi who often invited motivators, invited rectors from state universities who motivated the orphanage children to continue their education, even provided a forum, gave the orphanage children the opportunity to come to campuses, to see what life was like on campus" (FR, Care Leavers, October 2024)

In addition to career development, pre-termination guidance is implemented in the form of mentoring towards higher education. Based on the results of the study, the real forms carried out by social workers in Panti Sosial Asuhan Anak (PSAA) in meeting this need include (1) providing mentoring in order to register foster children to take part in college selection (2) intensive mentoring of children during the registration process until they receive assistance from government programs, scholarships, and assistance from donors (3) support for policy advocacy so that Panti Sosial Asuhan Anak (PSAA) receive KJMU.

Institutional Strengthening

In terms of institutional strengthening, social rehabilitation efforts are provided in the form of indirect services through policies that can support the goals of social rehabilitation for children.Based on the research results, child protection policies are formulated through integrity pacts to protect children's safety from the possibility of violent behavior to violating ethics as an effort to fulfill the realization of a sense of security in the institution.

"A sense of security means that he feels protected, feels loved, and also feels comfortable in the orphanage. Of course, this cannot be separated from the existence of SOP rules that have been made. We also signed an integrity pact to protect the safety of children. So we are prohibited or may not commit any violence against children, whether physical, sexual or verbal abuse" (RA, Social Worker, November 2024)

"To protect the children, we make a decree from the head of the orphanage and then what are the violations and what are the sanctions, so there are clear regulations, if you

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do this, it means you will get this punishment" (NR, Social Worker, November 2024)

In line with this, D as the Head of the Child and Adolescent Social Rehabilitation Sub-Group is of the view that child protection policies are a necessity in creating a sense of security for children in institutions. In this case, the DKI Jakarta Provincial Social Service expects each institution to be able to formulate a child protection policy in each institution that regulates the limitations for officers while accompanying children in the institution. In addition, the DKI Jakarta Provincial Social Service plans to formulate guidelines for child protection policies next year.

"In the orphanage, we also want to have safety guards for the children. So there are boundaries like what. Both for between children, children to adults, and adults to children. Next year, I want to focus on that, so that each orphanage has its own guidelines for its safety policy. So if anything happens, there is already an SOP" (DA, Head of Children and Youth Sub-Group, November 2024)

In addition, institutional strengthening in social institutions for children through the presence of a multidisciplinary approach as a social rehabilitation implementer consisting of foster parents, social workers, health teams, and psychologists who collaborate with each other in handling children's problems. In carrying out practice, social workers are based on their educational background of D-IV Social Work and S1 Social Welfare, have work experience, have a social worker competency certificate, and are guided by the Code of Ethics for the Social Worker Profession.

"In our institution, thank God, all social workers have been certified. Then there are some of our assistants, even though they do not have a social work background, they also participated in the certification for social welfare assistants" (NR, Social Worker, November 2024)

"In my institution, there are also two nurses who specifically handle children's health problems, for example, if someone is sick or needs follow-up referral to the hospital, the nurses will accompany them. The two nurses are graduates of Nursing and have active STRs for life" (MH, Foster Parent, December 2024)

In addition, the implementation of social rehabilitation of children in the orphanage is supported by the presence of expert psychologists supported by the APBD. One of the responsibilities of the psychologist profession is to provide handling of difficult cases in the orphanage that require professional views.

Institutional strengthening is carried out through various efforts to improve HR competency through capacity development for companion officers. Based on the results of

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research in, the following are capacity development activities that have been held for officers in child care social institutions, namely Training for ASN Functional Positions of Social Workers organized by BPSDM, Refresher Training Education organized by NGO KOICA, Case Management Training organized by Save The Children, Training for Children in Conflict with the Law organized by DPPAPP DKI Jakarta Province and the Ministry of Social Affairs of the Republic of Indonesia, Child Rights Convention Training in DKI Jakarta Province, Child Companion Capacity Development Training organized by Social Workers and Middle Social Counselors in the DKI Jakarta Provincial Social Service, Training organized by various parties (practitioners and academics) for companion officers related to Child Care, to routine seminars organized by the Indonesian Professional Social Workers Association via zoom.

In addition, other research findings show that social rehabilitation implementers in children's social institutions are aware of the importance of self-care for officers. This reflects the sensitivity of officers to mental health conditions in providing services to children, especially for human resources working in children's social institutions who face various dynamics and complexities of foster children's problems. Based on the interview results, self-care strategies that have been carried out by officers working in children's social institutions include through various activities as follows (1) meeting friends (2) sharing (3) focusing on control and mindfulness (4) catharsis (5) pursuing hobbies (sports, going to the salon, recreation) (6) refreshing (7) respecting each other's leave time between colleagues.

One of the child psychologists experienced anxiety after handling a case of sexual violence experienced by fellow children in the orphanage, to overcome this self-care is needed in order to overcome the tension due to the responses that arise naturally when handling children's problems. In addition, self-care for officers functions to maintain emotional balance and the effectiveness of their role in various children's problems. This is supported by the following interview results:

> "*After coming home from the orphanage, I met my friend first. Especially after meeting a difficult case, my heart usually can't be calm. So I had a chance to handle a difficult case yesterday" (HK, Psychologist Expert, November 2024)*

Termination

One of the efforts to rehabilitate children through social reunification and reintegration activities, namely returning children to family care. Based on the results of an interview with one of the social worker informants, family reunification can be carried out after family tracing

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activities carried out by the social work team. In it, there is an identification process carried out by the social work team in order to determine the suitability of the background conditions of the client's problems with the suitability of foster children to return to the family or require other alternative care.

> *"There is family tracing. If for example he has no personal data at all, we conduct a home visit or trace his family, whether he has a birth certificate, diploma, or other personal data. If his family is found and it turns out that it is possible to return home, then we also have reunification…" (NR, Social Worker, November 2024)*

Family reunification activities are one of the achievements in a series of social rehabilitation for children. Based on the results of the interview, one informant said that family reunification activities need to be supported by structured procedures and clear administrative guidelines so that they can be the basis for implementing these activities, especially in submitting all administrative files for foster children back to the family.

> *"….we also have a decree related to how to terminate specifically for families. So, termination must use PM 1, must be equipped with a family card and all that, there is a separate decree. We also have a special form for child groups that is used by social workers, yes, we usually race there…" (NR, Social Worker, November 2024)*

In addition, the termination process can be carried out in the form of distributing foster children to other institutions in accordance with the applicable regulations in DKI Jakarta Governor Regulation No. 57 of 2022, especially for state children. With the background conditions of foster children who do not know the whereabouts of their families, while they are 18 years old and have graduated from high school, they are required to move to the Panti Sosial Bina Remaja (PSBR). This is supported by the statement of the Head of Children and Youth Sub-Group at Social Service Department Jakarta Province, as follows:

> *"….Now the reference is the SOTK of the Social Service, well for PSAA for children up to the age of 18. So the child must migrate to PSBRTJ. Because in PSBR itself, the child has an obligation to participate in skills…" (DA, Head of Children and Youth Sub-Group, November 2024)*

DISCUSSION

Strengthening Children's Capacity

The Jakarta Provincial Social Service Children's Orphanage provides services for state children, street children, and abandoned children in the Jakarta Province. Based on Vavrova (2015)

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children in residential care tend to maintain risky behaviors that they had before being in residential care and are far from applicable norms. The implementation of individual capacity building is based on the strength-based perspective approach which emphasizes that everyone without exception has both internal and external potential, competence, and resources (Saleebey in Ishartono (2016). Strengthening children's capacity is carried out through various activities including physical guidance, psychosocial support, spiritual guidance, life skills guidance, recreation and entertainment guidance, self-actualization support, character guidance, to education and training for children. Therefore, capacity building for children is one of the social rehabilitation efforts in the context of the self-refunctionalization process so that children can maximize their potential in order to improve social functioning according to rehabilitation goals (Law No. 11 of 2009).

In the context of physical guidance as one of the efforts to strengthen children's capacity, this is in accordance with the view of Butler & Roberts (2004) who place health as the primary need for children. In addition, M. Showers & Dulmus (2008) are of the view that a spiritual approach can encourage changes in children's behavior through religious values that can help individuals' highest meaning of their lives. Meanwhile, psychosocial support is an effort that can be made to support every aspect of a child's developmental tasks while in a social orphanage. This form of support is in accordance with the three domains of psychosocial aspects by UNICEF (in Mwoma, 2015), namely the domain of life skills, emotional well-being, and social well-being.

One form of psychosocial support is through the presence of expert psychologists who provide interventions in the form of psychoeducation, psychotherapy, and psychotests. Psychoeducation in Bhattacharjee (in Septiana, 2011) aims to provide understanding and therapeutic strategies that are useful for improving the quality of life for individuals. This is supported by Petr's statement (2003) that psychotherapy for individuals and groups in residential care is needed to meet their psychological needs because family support is not available to children.

In addition, psychosocial support can contribute to fulfilling the need for a sense of security for children according to Maslow's concept (1954) as a fundamental basic need. Therefore, children's social care institutions provide counseling rooms so that children can express thoughts, feelings, and experiences that are difficult to express in everyday interactions. In line with Kirst-Ashman and H. Hull (2018) that the client's right to privacy must be respected. In addition, in efforts to social rehabilitation for children, an approach is carried out through case management which is defined by Kirst-Ashman and H. Hull (2018) as an approach that coordinates various

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services in solving children's problems holistically from a biopsychosocial aspect.

Psychosocial support is also carried out by providing reinforcement to the child's interpersonal relationships based on the understanding of the person-in-environment theory that the client's closest relationships have a stronger influence on the child so that the orphanage makes efforts to strengthen these meaningful relationships. In strengthening relationships with peers, the Putra Utama 1 Social Orphanage provides a playroom to facilitate girls and boys to play together under the supervision of officers. This is in accordance with the psychosocial development tasks of school age (Erickson, 1977) where children will be increasingly involved in various activities with their friends and learn to build cooperation and collaboration.

For teenagers who are starting to get to know the opposite sex, the Putra Utama 2 Social Care Home and Putra Utama 3 Social Care Home have a policy to get to know the client's close friends and receive visits under strict supervision from security officers. This is based on the understanding of the psychosocial development tasks of adolescence (Erickson, 1977) that social relationships affect the development and growth of children, so that the role of officers is very large in accompanying and providing guidance during this period. By strengthening children's interpersonal relationships, social rehabilitation efforts in meeting the basic needs of affection as human needs in Maslow's theory (1954) are fulfilled. This is also supported by the theory of Butler & Roberts (2004) that children have a need to build consistent and loving attachments to their social environment (family and social relationship needs). Mwoma (2015) defines life skills guidance as one of the psychosocial domains to prepare children to live productive lives in society.

Based on the research results, strengthening children's capacity is carried out through life skills guidance in the form of (1) critical thinking skills (2) independence (3) leadership (4) self-confidence (5) cooperation (6) digital competence (7) self-management (8) resilience, and (9) responsibility. In this case, the Social Service collaborated with KOICA to create a Life Skills Guidance module and plans to implement it in all Panti Sosial Asuhan Anak (PSAA). This is in line with the goal of mastering life skills in Az-Zahra (2021). One of the impacts felt by foster children after receiving life skills guidance is forming resilience when receiving negative responses from those around them, foster children choose to focus on their capabilities and potential, according to Caverly (in Pratiwi & Hartosujono, 2014) and (Reivich & Shatte, 2002) in implementing emotional regulation. In addition, life skills guidance can form self-efficacy so that foster children are able to accept the past without ignoring the emotional wounds they feel towards a more productive life today.

One of the care leavers who implemented reaching out (Reivich & Shatte, 2002) was able

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to make past experiences a strength for the future. Based on the research results, after receiving care since toddler age under the auspices of the Social Service until now he has worked as one of the orphanage officers and lecturers at one of the campuses in the Jakarta area, he was motivated to become a role model for children who are still in the orphanage to be able to achieve success like him. This is in accordance with the achievement of the highest human needs in Maslow (2007), namely self-actualization.

The Jakarta Provincial Social Service's children's social care home has also implemented a participatory approach (Convention on the Rights of the Child, 1989) by providing opportunities for children to choose the best choices in their lives and training children to be responsible for every step they choose in their lives, one of which is when compiling rules and regulations in the Case Book. This is in accordance with the principle of social workers, namely self-determination. In addition, the form of support for self-actualization in the Putra Utama 2 Children's Social Care Home and Putra Utama 3 Children's Social Care Home is through the innovation of the formation of the Social Care Organization (OPS). The purpose of OPS is as a forum for connecting aspirations between foster children and the home. In addition, the formation of management can train foster children to learn to organize, coordinate an activity, advocate for needs, and a place to learn leadership.

In addition, in strengthening individual capacity, the orphanage also organizes non-formal activities such as education and training that are relevant to the needs of child development. For example, sexual education activities for adolescents are very much needed as instrumental support Weiss (in Cutrona, 1994) in the form of guidance in the form of guidance and information. Based on the results of the study, in implementing education and training, the orphanage has collaborated with psychological experts, Community Health Centers, BKKBN, and academics from various campuses so that it can be implemented even though this is not supported by the budget. USocial rehabilitation efforts in this case are carried out to fulfill the highest basic human needs in Maslow's hierarchy of needs model (1954).

Fulfillment of Basic Needs

Abandoned children are defined as children whose needs are not met properly, whether physical, mental, spiritual, or social (Law No. 35 of 2014). In order to eradicate the issue of child welfare, Indonesia has formulated a social policy in the form of social services for abandoned children through social rehabilitation of children in institutions as the last alternative in child care (National Standards for Child Care). Therefore, social rehabilitation efforts in the form of fulfilling

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children's rights are one form of state obligations in Jim Ife (2008) that the government has an obligation to provide protection and realization for the fulfillment of the human rights of its citizens.

Based on research results from various informants, social rehabilitation efforts in fulfilling children's rights include fulfilling physiological needs provided by the DKI Jakarta Province child care social institutions, including clothing, housing, clean air, clean water, personal hygiene, and food by involving nutritionists. This is in accordance with the responsibility of the child care social institutions under the DKI Jakarta Provincial Social Service which is required to provide basic social rehabilitation for children. The form of social rehabilitation services provided in fulfilling physiological needs has been stated in the Minimum Service Standards for child care social institutions under the Regional Government, consisting of food, clothing, and easily accessible dormitories (Regulation of the Minister of Social Affairs No. 16 of 2019).

From the research results, the social care home for children of the DKI Jakarta Provincial Social Service provides food needs according to the e-catalog system and involves nutritionists. With this guide, the food menu has been carefully calculated regarding the amount of protein, vegetables, and fruit that must be consumed, in line with the principle of nutritional balance that supports optimal growth and development. This is supported by Firdawati (2017) that the fulfillment of good nutrition and nutrition will have an impact on the ease of children in undergoing the learning process. In addition, this information answers the challenge based on the findings of Davies (2004) that not all children in orphanages are neglected in terms of nutrition, but the DKI Jakarta Provincial Government has encouraged the fulfillment of nutritional needs through an accountable system that supports children's needs. This is also in line with what was conveyed by Vyanti (2022) that one aspect in fulfilling physiological needs, namely the fulfillment of nutrition and nutrition, is the main factor whose existence is very much needed by the body in the process of growth and development, the nervous system and brain, to the level of human intellectuality.

In terms of housing, the orphanage maps children based on capacity, gender, age, and considers the characteristics of the problems experienced by the child. In addition, there are supporting facilities in each dormitory, namely beds, cupboards, dispensers, and fans. This is in accordance with the Minimum Service Standards in the Regulation of the Minister of Social Affairs No. 09 of 2018 concerning easily accessible dormitories. This is also supported by the distribution of accompanying officers as room guardians and dormitory managers consisting of ASN and PJLP in each orphanage.

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The availability of clean water in the orphanage also supports daily activities in foster children in terms of sanitation, both personal hygiene, washing clothes, and meeting other daily needs. According to WHO (2019), access to clean water and proper sanitation plays a major role in improving the quality of children's health, especially in orphanage environments that require high hygiene standards. However, there are obstacles in the air quality in the orphanage environment due to air pollution from factories that have an impact on children's health. Although the orphanage has collaborated with the Environmental Service to find a solution, until now there has been no resolution so that the preventive efforts carried out by children are given vitamins and milk regularly to increase their immune system.

In Kirst-Ashman and H. Hull (2018), one form of social rehabilitation through indirect services is by connecting clients to the resources they need. In this case, the orphanage seeks access to health services and education services as elements in fulfilling children's rights. Access to education for social residents in social orphanages is a manifestation of the fulfillment of cognitive needs by Maslow (1954) and is an important aspect in the implementation of social rehabilitation to support children's growth and development. For children in orphanages, the fulfillment of cognitive needs is considered the most important thing so that children who previously dropped out of school or faced a harsh life on the streets can continue their education.

In the Regulation of the Minister of Social Affairs No. 16 of 2019, the criteria for neglected children who receive social rehabilitation in institutions are when there is no longer a family to take care of them so that they are vulnerable to violence, exploitation, and neglect. Children's social institutions have a very important role in replacing the role of the family for children who are in institutional care. This is supported by the statement from Ungar (2005) that the role of caregivers is very important for high-risk and disadvantaged adolescents due to poverty. Therefore, care as one of the social rehabilitation efforts stated in the National Social Rehabilitation Standards is an important aspect for children with various background problems. This is in line with Bronfenbrenner's bioecological theory (1979) that the role of foster parents as a microsystem environment for children has a direct influence on the growth and development of children while in institutions.

Each foster parent has a different character and type of parenting from each other and becomes its own uniqueness depending on the strategy applied by each foster parent in carrying out their role. From various informants it is known that democratic parenting is an effective approach for children. This approach is in line with the theory of democratic parenting and the participatory approach by Baumrind (in Santrock, 2012) where children are given space to express

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their opinions and be involved in decision making, but remain within the limits determined by the caregiver. Social workers apply a Case Book containing the rules, consequences, and rewards that are applied in order to make a joint commitment with the child.

Based on previous research, Simanjuntak (2013) revealed that family-based care provides an opportunity for children to get a substitute parent figure in residential care, including in providing a role model for children. Obstacles in the aspect of care can potentially affect the child's future in the future. One of the care leavers highlighted the importance of parenting patterns in accompanying children to find and channel their potential in supporting their careers in the future. In addition, the attachment felt by one of the care leavers was able to build self-confidence and have a positive impact on the child's development in the future.

Based on the research results, FR believes that the success he has achieved today is due to the support of the accompanying officers who have sincerity in treating him like a biological child. By getting role models and care like biological parents, the fulfillment of the need for affection (in Maslow, 1954) can support children in getting the opportunity to actualize themselves as much as possible. The attachment that is built from foster parents in the orphanage becomes a strength for children in facing the challenges of their lives. This is in line with Wadd and Rose (2002) that the capacity of care is a holistic domain in determining children's needs.

Childhood development is inseparable from the form of attachment that the child gets, not limited to the relationship with foster parents, but with the client's meaningful relationship with their social environment. Social support provided by foster parents can be a protective factor for child development, according to the concept of secure attachment (Davies, 2004). Based on the results of the study, various methods were found to be used by foster parents to social workers in order to build attachment with children, including:

a. through guardianship activities as a forum for accompanying discussions with children
b. approach according to the child's hobbies, characteristics, love language, and background of the child's problems. In this case, officers need to identify first before building interaction with the child
c. placing the right role (for example the role of a close friend or a parent, adjusted to the child's needs and conditions)
d. building a democratic parenting pattern that prioritizes emotional closeness while making a joint commitment with the child
e. take the time to listen to children's stories

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f. supervising children's activities, for example doing assignments and important moments for children
g. provide social support according to the child's needs
h. providing emotional support in the form of appreciation, attention, and being physically present when a child is facing problems
i. building empathy

In addition, based on research results, social advocacy is also carried out in order to support the fulfillment of basic rights for children. In Kirst-Ashman and H. Hull (2018), social advocacy is one of the social rehabilitation efforts through indirect services.ng. Children in residential care are vulnerable to various access limitations that require social advocacy. Based on the theory of bioecology (Bronfenbrenner, 1979), a child's development is also supported by social policies as a macrosystem, so in this case social advocacy aims to encourage changes in policies that are more inclusive of the needs of children in social care institutions.

In addition, family tracing for children is also an integral part of social rehabilitation efforts in order to prevent separation from family. This is in line with the concept of permanency planning in Petr (2003) which places residential care as the last alternative in child care. Based on the results of the study, family tracing activities are carried out by social workers with the aim of (1) efforts to find out the whereabouts, conditions, original identities of foster children, to the possibility of reunification with the child's family (2) identifying the eligibility for a child to remain in the family or otherwise require services in the institution according to existing criteria (3) knowing the chronology of the case as a whole based on the background of the problems faced by the child.

Pre-Termination Guidance

In Gitterman (2001) neglect experienced by children before being in an institution has the potential to form various emotional problems, mental health, and social relationships. Therefore, social policies for abandoned children are regulated through Law No. 11 of 2009 which emphasizes that social rehabilitation has two aspects, namely the goal of the child's refunctionalization process and self-development. Children in residential care face challenges in the process of adapting to face the world outside the institution. This is caused by various factors both internal and external to the individual and becomes a major challenge if the institution does not have a program that focuses on preparing children to face the world outside the institution.

In this case, the social care home for children of the DKI Jakarta Provincial Social Service organizes pre-termination guidance as a form of social rehabilitation for children. This is in line

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with Petr's (2003) statement that children in institutional care need to be prepared physically and emotionally to face life after leaving institutional care. Pre-termination guidance is carried out in the form of career development and mentoring towards higher education. Through various programs such as introduction to the world of work and higher education, to discussions in order to determine the major or career potential of foster children according to their interests and abilities, the social care home for children of the DKI Jakarta Provincial Social Service also plays an active role in assisting the transition process of foster children from the world of education to work readiness.

The implementation of career guidance for foster children in grade XII is in line with the role of caregivers in providing guidance and information (Weiss in Cutrona, 1994).Through career planning mapping, companions and social workers play an active role in guiding children to make more mature decisions regarding their educational and career paths. This is also in line with the concept of social rehabilitation which is not only oriented towards fulfilling basic needs, but also building children's independence and self-confidence in accordance with the concept of the role of care, namely reassurance of worth (Weiss in Cutrona, 1994) and self-determination (Kirst-Ashman and H. Hull, 2018)

In addition to career development, pre-termination guidance is implemented in the form of mentoring towards higher education. Based on the results of the study, the real forms carried out by social workers in Panti Sosial Asuhan Anak (PSAA) in meeting this need include (1) providing mentoring in order to register foster children to take part in college selection (2) intensive mentoring of children during the registration process until they receive assistance from government programs, scholarships, and assistance from donors (3) support for policy advocacy so that children in PSAA receive KJMU. This is in line with the concept of self-efficacy in psychology Reivich and Shatte (2002), where individuals who receive strong social support are more likely to be confident in achieving their academic and career goals.

Institutional Strengthening

Institutional strengthening is one of the efforts that can support the achievement of social rehabilitation of children in residential care. As part of the social service system, social institutions for children play a role in ensuring the fulfillment of children's rights and the restoration of social functions in accordance with the mandate of Law No. 11 of 2009. Therefore, based on the results of the study, social rehabilitation efforts for children in residential care cannot be separated from the presence of institutional strengthening. This is in accordance with the view of Kirst-Ashman

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and H. Hull (2018) that institutional strengthening can be categorized as a form of indirect social rehabilitation. This is supported by a statement from Midgley (1995) who emphasized the importance of a policy framework in strengthening the role of social service institutions to realize social welfare in society. Based on the results of the study, institutional strengthening is carried out through the existence of child protection policies, multidisciplinary approaches, HR management, and the availability of institutional standards. This is based on a bioecological perspective that places institutions as part of the mesosystem and is inseparable from the development of children in residential care (Bronfenbrenner, 1979).

Based on the research results, child protection policies are formulated through integrity pacts to protect children's safety from possible violent behavior to violating ethics. This is in accordance with the fulfillment of Maslow's (1954) need for safety as a basic need that must be met. In addition, child protection policies are also implemented through Decrees (SK) from the Head of the Institution which are enforced for officers and foster children with the aim of preventing violence that occurs between foster children, and officers to foster children. The Head of the Children and Adolescent Sub-Group will encourage the implementation of child protection policies for all institutions that regulate the limitations for officers while accompanying children in the institution. Based on the policy implementation model by Edwards (1980), policy communication appears to be carried out vertically and horizontally through instruments such as integrity pacts and Decrees from the Head of the Institution. This instrument shows the delivery of clear policy messages in prioritizing the principles of protection and safety for children in the institution.

In addition, institutional strengthening in social orphanages through the presence of a multidisciplinary approach is in accordance with Wallace (2023) that the success of social rehabilitation is carried out by cross-disciplinary science. Within the orphanage there are social rehabilitation implementers consisting of foster parents, social workers, health teams, and psychological experts who collaborate with each other in handling children's problems. Foster children who receive holistic treatment are able to overcome the trauma they face and have a more positive outlook for the future. When viewed based on basic human needs (Maslow, 1954), the presence of psychological experts fulfills the need for a sense of security for children.

Based on the research results, the multidisciplinary approach reflects the implementation of Edwards III's policy (1980) in terms of organizational structure, namely through an organizational system that supports cross-professional collaboration (both social workers, health workers, and psychology experts) as well as strategic proposals such as those expressed by the

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Head of the Children and Youth Sub-Group in the context of placing institutions in an area to ensure the continuity of social rehabilitation for children in the DKI Jakarta Province.

Based on the analysis results, human resource management is closely related to the resource aspect in Edwards III (1980), namely how the DKI Jakarta Provincial Social Service as a social policy maker strengthens human resource capacity through competency development and certification activities. In addition, in terms of implementing values and codes of ethics, it is a manifestation of policy implementation in the aspect of disposition or attitude of the implementer which also influences the success of policy implementation. Professional attitudes, implementation of social work values, and strategies in self-care in maintaining service quality are a reflection of the commitment of social rehabilitation implementers in carrying out their roles.

In addition, based on the results of the study, institutional strengthening is carried out through the existence of institutional standards in the form of policies and legal basis, system-based procurement, and Standard Operating Procedures. With the existence of Standard Operating Procedures (SOP) in the social care center for children of the DKI Jakarta Provincial Social Service. SOP functions as a technical guideline that ensures that all service processes are carried out systematically and in accordance with the standards applicable in the institution. Officers who do not carry out services in accordance with SOP can be subject to sanctions by the leadership.

Based on the analysis results, the availability of institutional standards in the form of policies and legal basis as well as Standard Operating Procedures is a manifestation that the DKI Jakarta Provincial Social Service has implemented aspects of bureaucratic structure in Edwards III (1980), namely as a form of accountability, efficiency, and consistency of services for service recipients. In addition, SOPs act as a means of ensuring uniformity in the implementation of tasks while providing rules for social policy implementers. In addition, the DKI Jakarta Provincial Social Service also implements aspects of service disposition through the implementation of sanctions for service implementers who do not carry out their duties in accordance with applicable SOPs in order to encourage services that are oriented towards professionalism and the best interests of children.

Termination

The termination process for children in residential care is an important stage as a manifestation of the achievement of the objectives of the implementation of social rehabilitation in Wallace (2023), namely helping to build human resources and supporting the community to

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return and participate in education, work, and their roles both in the family and in society. Based on the results of the study, the implementation of termination for children must be carried out according to procedure because this is related to the transfer of the legal status of foster children, from children in residential care to families or other referral institutions. Especially in the implementation of family reunification, it is necessary to support structured procedures because it is related to the submission of original files belonging to foster children to the family.

Meanwhile, children who do not have families and have reached the age of 18 will be directed to move to the Youth Social Development Institution (PSBR) as a form of termination according to the policy of Governor Regulation No. 57 of 2022 concerning the main tasks and functions of PSBR in providing care to Abandoned Children in DKI Jakarta Province who have completed secondary education and will continue their higher education.

Iskandar (2013) defines termination as the process of ending or terminating assistance activities for clients if (1) the service objectives have been achieved (2) there is a referral to another party (3) for rational reasons, the client requests termination of services (4) there are factors faced by social workers. Based on the results of research in (4.1.5), with various background conditions of children's problems, termination can be carried out in several ways, including social reunification/reintegration, referral to another institution, or providing foster children with the opportunity to live independently by working.

Termination is also carried out by providing opportunities for children to live independently and work. Based on the results of the study, one of the social workers applied the empowerment theory introduced by Payne (2014) which focuses on the strength of the client in gaining control over their life choices through a supportive mentoring process. Foster children who initially showed rebellious behavior can change significantly after receiving counseling and career guidance from social workers. This is also based on the application of the principle of self-determination which encourages children's aspirations in determining their life plans.

CONCLUSION AND RECOMMENDATION

Conclusion

Based on the results of research and analysis, the following are conclusions from the results of research related to efforts to rehabilitate children's social needs with basic needs fulfillment services in DKI Jakarta Province:

a. As a form of social policy at the Regional Government level, the DKI Jakarta Provincial Social Service has carried out social rehabilitation efforts in order to fulfill the rights of neglected

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children in the DKI Jakarta Province through the Putra Utama 1 Children's Social Orphanage, Putra Utama 2 Children's Social Orphanage, and Putra Utama 3 Children's Social Orphanage.

b. The DKI Jakarta Provincial Social Service has carried out various social rehabilitation efforts for children in fulfilling basic human needs according to Maslow's theory (1954), with the following description:
   1) Strengthening the capacity of children is a social rehabilitation effort that focuses on individuals with a strength-based perspective to support aspects of self-refunctionalization for children in residential care. Forms of strengthening the capacity of children include physical guidance activities, psychosocial support, spiritual guidance, life skills guidance, recreation and entertainment guidance, and self-actualization support.
   2) Child Rights Fulfillment Services are social rehabilitation efforts organized by child care social institutions in order to ensure the fulfillment of children's basic rights to realize social functioning for children. Forms of child rights fulfillment services include through the fulfillment of basic needs, services to access health and education, care, social advocacy, and family tracing efforts in order to prevent separation of children from their families.
   3) Pre-Termination Guidance is a social rehabilitation effort to prepare children to face life after leaving institutional care which is carried out through career development and mentoring towards Higher Education Level which is carried out through the implementation of Special UTBK Class XII Study Guidance activities, mentoring the registration process, mentoring in preparing proposals for submitting educational cost assistance, and mentoring in accessing educational cost assistance.
   4) Institutional Strengthening in Midgley (1995) is a strategic effort carried out by strengthening the role of social service institutions in supporting social rehabilitation goals through:
      a) child protection policy
      b) multidisciplinary approach through the presence of foster parents, professional social workers, health teams, and psychological experts
      c) Human resource management is a strategic process in managing human resources in social care institutions for children in order to support the implementation of social rehabilitation policies for children, in the form of:

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- HR competencies in terms of skills, values and principles, work experience, knowledge, and certified HR
- HR monitoring and evaluation
- Human resource capacity development through education and training activities, and seminars for social workers and all social service personnel in Panti Sosial Asuhan Anak (PSAA)
- Self-care through various activities including meeting friends, sharing stories, focusing on control and mindfulness, catharsis, pursuing hobbies (sports, going to the salon, recreation), refreshing, and respecting each other's leave time among colleagues.

d) Availability of Institutional Standards in the form of policies and legal basis, system-based procurement, and Standard Operating Procedures (SOP)

5) Termination is the process of ending or terminating assistance activities for clients (Iskandar, 2013) in the form of family reunification activities, referrals to other institutions, and several foster children who immediately go to college and work.

c. As a form of social policy, efforts to implement social rehabilitation for children at the DKI Jakarta Provincial Social Service can be analyzed based on the policy implementation aspects in Edwards III (1980), as follows:

1) Communication Aspect. It was found that the child protection policy was socialized through an integrity pact and the Head of the Orphanage's Decree so that this shows a clear communication flow from policy makers to implementers.

2) Resources Aspect.

Based on the findings and analysis of the research, strengthening the capacity of children has met the resource aspect through human resources who are able to carry out various efforts to strengthen the capacity of children. In addition, the limitations of existing facilities and budgets have been overcome through accessibility services to health access and education access so that if analyzed based on the resource aspect where the limitations of facilities and budgets can potentially become challenges in rehabilitation have been overcome. This is supported by a multidisciplinary approach in the implementation of child social rehabilitation through social workers, psychologists, and health teams who have the appropriate competencies based on educational background, work experience, and have certification. However, there is a challenge that not all health teams have a professional background in the health sector. In addition,

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there is capacity development for social rehabilitation implementers as a form of support from policy makers for implementers.

3) Disposition / Attitude Aspect of the Implementer

Based on the findings and analysis of the research, in accordance with the disposition / attitude aspect of the implementer, foster parents, social workers, and psychologists show a positive attitude, moral support and support for children through various initiatives carried out during the implementation of career guidance and mentoring activities towards college level. This is reinforced through the experience of social workers and foster parents who have the initiative to spend personal funds to support the needs of children who need reimbursement funds to attend college during the selection process for educational assistance for children. In addition, the implementation of the policy in this case found that the implementers of the social rehabilitation policy in the shelter showed a high commitment to their duties, based on the values and code of ethics of the profession, namely acceptance, individualism, self-determination, and confidentiality.

4) Bureaucratic Structure Aspects

The implementation of policies in this aspect is demonstrated through the existence of Standard Operating Procedures and a clear legal basis as a guide for social rehabilitation implementers in implementing policies, as well as the application of sanctions for officers who violate ethics and regulations.

d. Based on the description of the research results and discussion above, the researcher analyzed based on the relationship between the research findings and Maslow's theory of basic needs fulfillment (1954), Bronfenbrenner's bioecology theory, and Edwards III's Policy Implementation theory (1980), which are presented in the following table:

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Table 1. Summary of Research Findings Social Rehabilitation of Children Through Basic Needs Services in Social Services Department, Jakarta Province

Category	Social Rehabilitation Efforts	Aspects of Basic Human Needs (Maslow, 1954)	Aspects of Bronfenbrenner's Biological Theory (1979; 2006)	Aspects of Policy Implementation (Edwards III, 1980)
Strengthening Children's Capacity	Physical Guidance	Physiological Needs	-	Resources
	Psychosocial Support	Safety Needs	Microsystem, Mesosystem	
	Spiritual Guidance	Self-Actualization	-	
	Life Skills Guidance	Cognitive Needs; Self-Actualization	-	
	Recreation and Entertainment Guidance	Self-Actualization	-	
	Self-Actualization Support	Esteem Needs ; Cognitive Needs; Self-Actualization	Microsystem, Mesosystem	
Child Rights Fulfillment Services	Basic Needs Fulfillment	Physiological Needs ; Safety Needs	Mesosystem	-
	Accessibility Services	Safety Needs; Cognitive Needs	Mesosystem	Resources
	Parenting	Safety Needs; Belongingness and Love Needs	Microsystem	-
	Social Advocacy	Cognitive Needs; Self-Actualization	Mesosystem	-
	Family Tracing	Safety Needs; Belongingness and Love Needs	Mesosystem	-
Pre-Termination Guidance	Career Coaching	Self-Actualization	Microsystem; Mesosystem	Disposition / Attitude of Implementers
	Assistance to Higher Education	Self-Actualization	Microsystem	
Institutional Strengthening	Child Protection Policy	Security Needs	Mesosystem ; Exosystem	Communication;
	Multidisciplinary Approach	Security Needs ; Belongingness and Love Needs ; Self-Actualization	Mesosystem	Resources

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	HR Management	Security Needs	Mesosystem	Resources; Disposition / Attitude of Implementers
	Availability of Institutional Standards	Security Needs	Mesosystem	Bureaucratic Structure
Termination	Family Reunification	Belongingness and Love Needs	Microsystem	-
	Referral to other centers	Self-Actualization	Mesosystem	

Source: researcher analysis, 2025

Recommendations

a. Based on the findings and discussion in this study, there are several recommendations that can be proposed in the context of academic development in the field of social welfare, especially in the context of social rehabilitation, including the need to develop academic studies in social rehabilitation based on the category of children's problems. This research shows that the form of social rehabilitation needs to be adjusted to the category of problems faced by children, such as children with victims of violence, children's victims of neglect, state children, children with special needs, and children dealing with the law.
b. For the Social Service as policy maker are expected to strengthen the formulation of needs-based policies in the field and encourage the integration of strategic into policies regional planning and budgeting and encourage cross-sector coordination and cooperation in the form of MOUs to provide sustainable collaboration in the context of social rehabilitation efforts for children.
c. For social rehabilitation practitioners, it is expected that all social rehabilitation implementers can provide services based on standards of knowledge, skills, guidelines for values and principles of working with children, and continue to improve competence in order to provide optimal services for children and provide services based on the Standard Operating Procedures (SOP) set by the institution and take a case management approach so that they can present problem solving for children holistically and in accordance with the needs of children.

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