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Family Learning Center Service Innovation in The Implementation of Children's Education During The Covid-19 Pandemic

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Abstrak

Berdasarkan penelitian, terdapat beberapa permasalahan terkait inovasi pelayanan Family Learning Center atau yang dikenal dengan PUSPAGA di Kabupaten Garut yang masih belum optimal. Desain yang digunakan adalah penelitian deskriptif dengan pendekatan kualitatif yang bertujuan untuk menggambarkan dan mendeskripsikan peristiwa dan fenomena di lapangan serta menyajikan data secara sistematis, faktual, dan akurat mengenai fakta atau fenomena yang terjadi di lapangan. Berdasarkan hasil analisis bahwa inovasi pelayanan Pusat Pembelajaran Keluarga (PUSPAGA) dilihat dari beberapa konsep Relative Advantage, Compatibility, Complexity, Trialability, dan Observability, telah dilaksanakan dengan baik dan sesuai dengan apa yang menjadi keinginan dan harapan dari masyarakat serta dapat menjawab kebutuhan dan tuntutan masyarakat. Sehingga ada respon positif dari masyarakat dan terus mengupayakan perbaikan program. Meskipun pelaksanaannya sudah baik, namun masih terdapat kendala terkait siswa atau siswa, orang tua, dan asisten/petugas.

Kata Kunci: Pelayanan, Family Learning Center, Pendidikan Anak, COVID-19.

Abstract

Based on the research, there are several problems related to the service innovation of the Family Learning Center or known as PUSPAGA in Garut Regency, which is still not optimal. The design used is descriptive research with a qualitative approach that aims to describe and describe events and phenomena in the field and present data in a systematic, factual, and accurate manner regarding the facts or phenomena that occur in the field. Based on the results of the analysis that the service innovation of the Family Learning Center (PUSPAGA) seen from several concepts of Relative Advantage, Compatibility, Complexity, Trialability, and Observability, have been carried out properly and following what are the desires and expectations of the community and can answer the needs and demands of the community. So that there is a positive response from the community and continue to strive for program improvements. Although the implementation has been good, there are still obstacles related to students or students, parents, and assistants/officers.

Keywords: Services, Family Learning Center, Children's Education, COVID-19.

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INTRODUCTION

One of the twisted problems in the community is the problem of children and adolescents. This is evidenced by the proliferation of information regarding the problems of children and adolescents, both related to delinquency and even those related to criminal acts Rachman, (2019); Foster et al., (2020). This phenomenon does not fit that children and adolescents have varying levels of mental maturity. So, they need full guidance or direction from their parents, while those facing special problems will need counseling from experts Auliya, (2018); Cui et al., (2020).

The number of problems that ensnare children in Indonesia, such as violence, child marriage, child labor, and others, occur due to bad parenting in the family, either by parents or substitute families (Sagama, 2016). Especially during the Covid-19 pandemic, many children whose parents lost their livelihood, some even had to lose their parents due to exposure to Covid-19, so they needed alternative care. This is where the important role of the Family Learning Center (PUSPAGA) is as a place of learning that provides mentoring services in the form of education, information, counseling, and socialization for families experiencing problems to improve the quality of care in the family (Akbar & Susilowati, 2019).

The family is the first and main caregiver and has an important role in building the main foundation for developing children's character through Child rights-based care (Rini & Masduki, 2020). PUSPAGA, as a preventive and promotive family service that plays a role in increasing the role of the family in Child rights-based care, must be standardized. There must be at least 1 (one) standardized PUSPAGA in each Province and Regency/City. If not, the services provided are vulnerable to being unaccountable (Abdullah, 2020).

Family Learning Center (PUSPAGA) is a service unit for families who do not experience violence problems. Apart from being a service unit, PUSPAGA is also an implementation of Law number 23 of 2014 concerning Regional Government that the affairs of Women's Empowerment and Child Protection are mandatory non-basic services as referred to in article 11 paragraph 2 covers the Family Quality Sub-Agency (Number, 23 C.E.). PUSPAGA service functions as a One-Stop Service/One-Stop Service for Integrative Holistic Family Based on Children's Rights. Two types of services that are mandatory for PUSPAGA are Counseling/Consulting Services and Information Services. In carrying out the program, PUSPAGA services are run by professional Psychologists/Counselors, if not a minimum of counseling/consultation services are carried out by graduates from family-related educational backgrounds such as (Bachelor of Psychology, Bachelor of Education, Bachelor of Social Welfare, Bachelor of Counseling Guidance, etc.) trained (Anam, 2019).

One of the services provided by the Department of Population Control, Family Planning, Women's Empowerment and Child Protection or known as DPPKBPPPA Garut Regency, is to provide services related to the Implementation of the Family Learning Center (PUSPAGA); this is because seeing family problems is one of the phenomena of the problem that appears very small on the surface. The socio-cultural influence of the community is one of the causes of the lack of data on family problems (Noor & Andriani, 2020).

Some of the problems that arise and can be noted are: 272,794 divorce cases, 38.62% of children experience acts of violence, most of which are carried out by those closest to them, and 11.69% of 67.9 million families are women. Problems in Bali that were recorded such as in 2017, 253 children were in trouble with the law (sexual violence, theft, traffic violations), divorce cases were very high (increasing 10% every year, and an average of two divorced couples every day), domestic violence case reports at the Office of Population Control, Family Planning, Women's Empowerment and Child Protection (DPPKBPPPA) Garut Regency: 2017: 67 cases, 2018: 60 cases, 2019: 74 cases and 2020: 44 cases. From these cases, the results of observations and brief interviews showed that families experience problems in solving problems due to a lack of experience and ability. Families need a place for consultation, assistance, and learning so that the family's capacity is more optimal.

Family Learning Center (PUSPAGA) is a service unit for families who do not experience violence problems. Apart from being a service unit, PUSPAGA is also an implementation of Law number 23 of 2014 concerning Regional Government that the affairs of Women's Empowerment and Child Protection are mandatory non-basic services as referred to in article 11 paragraph 2 covers the Family Quality Sub-Agency. PUSPAGA service functions as a One-Stop Service/One-Stop Service for Integrative Holistic Family Based on Children's Rights. Two types of services that are mandatory for PUSPAGA are Family Learning Services/Consultation and Information Services.

According to Hornsey & Fielding, (2017), "one of the theories that can change attitudes is a functional approach that shows that changing an individual's basic motivation can change an individual's attitude towards a particular object." An innovation strategy is needed to position the function of service products that are superior and prioritized to meet the community's needs for services from public institutions and agencies, both in terms of public service needs and in fulfilling basic service needs (Sururi, 2016).

The mandate of Law Number 25 of 2009 concerning Public Services requires the government to meet the needs of citizens in the form of providing excellent public services to fulfill the basic needs and civil rights of citizens in the form of goods, services, and administrative services. Meanwhile, Law Number 23 of 2014 concerning Regional Government explains the need for the development of public service innovations and the implementation of Regional Autonomy. With regional autonomy, each region can manage all its household affairs. Regional autonomy is made to bring the government closer to providing services to the community (Hornsey et al., 2018).

From the explanation above, it was found that several problems were found concerning the Implementation of the Family Learning Center (PUSPAGA) at the Office of Population Control, Family Planning, Women's Empowerment and Child Protection (DPPKBPPPA) Garut Regency, including the lack of optimal socialization to the community concerning the Implementation of the Family Learning Center. (PUSPAGA) and the lack of facilities and infrastructure for the Implementation of Family Learning Centers (PUSPAGA) at the Department of Population Control, Family Planning, Women's Empowerment, and Child Protection (DPPKBPPPA) Garut Regency.

METHOD

This study uses qualitative research techniques with a descriptive approach. Qualitative research with a descriptive approach is usually used to analyze an event and existing social conditions Tutelman & Webster, (2020); Doyle et al., (2020). A qualitative research method with a descriptive approach is very appropriate for this research because this research seeks to reveal a situation in its entirety and is not made up (Sugiyono, 2016). The data collection technique was through observation and interviews. At the same time, the research informant was the head of the Department of Population Control, Family Planning, Women's Empowerment, and Child Protection (DPPKBPPPA) Garut Regency.

RESULT AND DISCUSSION

The phenomenon of family problems is like an iceberg; the problems that appear on the surface are very small. The socio-cultural influence of the community is one of the causes of the lack of data on family problems. Families experience obstacles in problem-solving due to a lack of experience and ability. Families need a place for consultation and mentoring, and learning, so that family capacity is more optimal (Hakim, n.d.).

Parenting plays a very important role in a family and will determine the good or bad character of a child in the future. The failure of the family to carry out parenting responsibilities accompanied by the weakness of government programs in assisting or empowering the family to care for and protect the child, it is feared it will cause the child to be in a vulnerable condition and at risk of experiencing violence, exploitation, neglect, and

another mistreatment. Therefore, the PPPA Ministry has prepared the PUSPAGA flagship program to overcome this problem (Husniyah, 2019).

PUSPAGA, as a place of learning, aims to improve the quality of life for a prosperous family carried out by professionals such as counselors, psychologists, or professional graduates in psychology, Counseling Guidance, or Social Workers. They have understood the convention on the Rights of the Child by increasing the capacity of responsible family parents against children in nurturing and protecting children from violence, exploitation, abuse, and neglect. This is one of the priority elements in implementing Child-Friendly Regency/City (KLA) policies (Widyawati & Adi, 2020).

PUSPAGA is a form of prevention service under the coordinator of the Office of Women's Empowerment and Child Protection as a form of state concern in improving family life and family resilience through parenting education programs, parenting skills, skills to protect children, the ability to increase children's participation in the family as well as organizing counseling programs for children and family. In 2016, the Ministry of PPPA initiated PUSPAGA with 18, namely in 2 provinces and 16 districts/cities (Noer et al., 2019).

The Family Learning Center (PUSPAGA) is a place of learning to improve the quality of family life carried out by professionals by increasing the capacity of parents or families or people responsible for children to carry out their responsibilities to care for and protect children (Maratun, 2022). PUSPAGA was established under the auspices of the Minister of Women's Empowerment and Child Protection.

The implementation of the Family Learning Center (PUSPAGA) service is a reference for the Garut Regency government in forming or developing a prosperous family and fulfilling the convention on children's rights. The Family Learning Center functions optimally in providing services within the scope of the household, child rights-based care, educating prospective brides and grooms, and educating prospective parents and others.

At this time, the Family Learning Center (PUSPAGA) of Garut Regency has implemented passive services based on the convention's principles on the Rights of the Child. The flow of passive services starts with client visits carried out by children, parents, prospective parents, guardians, and families who want to get information related to Child rights-based care and counseling services. This care service provides information on Child rights-based care, including birth certificates, nutrition, reproductive health, education, child-friendly information, health services, and counseling services related to parenting (Andriyani, 2020). With client visits, administrative staff perform administrative records and data collection and continue with professional staff's information services, consultation, or counseling services.

The preparation of programs and activities to support the strengthening of PUSPAGA institutions needs to be carried out by the Regency/City Women's Empowerment Agency that is adapted to the needs and capabilities of the local area. PUSPAGA programs and activities consist of prevention services (Primary), risk reduction services (Secondary), and case handling services (Tertiary).

Prevention services (Primary), include the following activities: a) Strengthening the abilities and skills of parents through education programs and counseling service programs; b) Improve the ability to listen, respect, and consider the views of the child; c) Enforcing child discipline without violence; d) improve the capabilities and skills of professional groups and institutions working with children through training programs/activities on the convention on the Rights of the Child; e) prevent and protect children from inappropriate information both originating from electronic media, print media, and social media; f) Raising awareness about the bad effects of neglect, violence, and other mistreatment; g) Understand the importance of respecting the right to privacy of children for the development and well-being of children's souls; h) Strengthening the ability and understanding of children about children's rights and child protection; i) increasing public understanding and awareness, through educational programs in understanding children's rights and child protection; and j) Cooperating with professional groups that include, among others, social

workers, counseling guidance, psychologists, doctors, nurses, midwives, educators, lawyers/advocates, police, prosecutors, judges, correctional officers, community institution supervisors, and assistants from the community. Non-governmental organizations on children's rights and child protection.

Risk reduction services, including the following activities: a) Organizing risk mapping/vulnerable families; b) Organizing counseling for children and families, with or without being asked; c) Make various efforts to improve the relationship between parents and children positively; d) Develop conflict resolution skills for parents and children; e) Organizing special services for parents and children with disabilities; f) Sharpen the ability of the parent community as peer educators; g) Build a peer group of parents who need strengthening in child care; h) Referring children and parents who are identified as abusing prohibited substances to the relevant institutions, and i) Refer the Child and parents to the relevant financial assistance provider.

Case handling services, if there are problems related to child care, referral services must be carried out by observing the procedures below: a) recording and identification; b. legal, medical, and emergency services; c. follow-up assessment, decision-making, and case management; d. social rehabilitation services; e. out-of-home care services; f. Organizing counseling for children and parents who experience problems in child care; and g. Monitoring, evaluation, and reporting.

The institutional structure of PUSPAGA services at the provincial and district/city levels was established based on the Decree of the Governor/Regent/Mayor under the coordination of the Ministry of PPPA as the ministry/institution responsible for the affairs of women's empowerment and child protection, with the following structure:

1. Coordinators at the provincial, district and city levels are the Agency/Bureau/Office/Office of Women's Empowerment and Child Protection;
2. Prevention Division The prevention division is carried out by professional staff who have the task of providing consultation services and information services on childcare based on children's rights related to the fields of health, education, social, religion, science and technology, and law;
3. Referral Division The referral division is carried out by professional staff who have the task of providing counseling services and referral services to obtain further services with health, social, educational, religious, and legal services;
4. The administrative staff has the task of carrying out administrative services for recording services and data collection in PUSPAGA institutions.

Based on the results of research and discussions that have been carried out regarding the innovation of the Family Learning Center (PUSPAGA) service in the implementation of children's education during the COVID-19 pandemic in Garut Regency, in principle, it has been going well following what was recommended by the government as a result of interviews and field observations. The author of the analysis is as follows:

1. Relative Advantage. The existence of a Family Learning Center (PUSPAGA) service is fairly good, and the community can feel the benefits.
2. Compatibility (suitability) service innovation Family Learning Center (PUSPAGA) in Garut Regency is following the expectations and desires of the people of Garut Regency.
3. Complexity is shown in the vast location of Garut Regency, and the space for counseling/consultation is very limited in mechanism, so it is very difficult for the Family Learning Center (PUSPAGA) team to visit areas because their axis is far and limited.
4. Liability (possibility to be tried) Through the trial phase, to what extent the service innovation of the Family Learning Center (PUSPAGA) can answer the needs and demands of the community. So that there is a positive response from the community and continue to strive for program improvements.

5. Observability (Easy to observe) is shown that the service innovation of the Family Learning Center (PUSPAGA) can be easily observed and has been running according to the expectations and needs of the community.

The explanation above shows that the service innovation of the Family Learning Center (PUSPAGA) in Garut Regency has been running quite well and has quality because it can answer the needs of the community and get a positive response from the community. However, there are still obstacles related to students or students, parents, and assistants/officers.

CONCLUSION

Family problems are like an iceberg that looks small on the surface but contains a very large potential for problems if not resolved. The obstacle found so far is that solving these problems often experiences obstacles caused by a lack of ability and experience. The Family Education Center, known as PUSPAGA, is present as a place of learning under the ministry of PPPA, which aims to improve the quality of life for a prosperous family carried out by professionals such as counselors, both psychologists, and professional graduates in psychology. Based on the results of the research and discussion, the authors conclude that the concepts used based on interviews and observations related to Relative Advantage, Compatibility (suitability), Complexity (complexity), Triability (possibility to try), Observability (Easy to observe) on service innovations The Family Learning Center (PUSPAGA) in Garut Regency during the COVID-19 pandemic has been running well and optimally. Although the results of this research are good, there are still obstacles related to students or students, parents, and assistants/officers.

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