

## Informal Education Analysis Program through Family Environment and Alternative Care for Children

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### Abstract

The role of informal education in family environment and parenting alternative program based on family education. Family education is one kind of informal education. The role of informal education is very important for character building and optimizing the children growth and development. The goal is to optimize the children growth and development and to fulfill children rights. It becomes one of efforts towards *Malang Kota Layak Anak*. This research uses descriptive qualitative research methods by which the data were obtained through interview data collection techniques, observations and documentations as well as questionnaires. Researcher conducted the validity of data by using techniques of credibility, dependability, confirmability, and transferability. The Implementation of the roles was performed by the parents or the family environment, volunteers also supported by the government through the related local government offices across sectors. Both roles are equally important. Caring is one of parents' role in family, and also educators in the family as the requirements to fulfill the rights of children, while the roles of volunteers are as facilitators and liaisons in the community.

**Keywords:** Informal Education, Family Environment

### Introduction

Children are the beginning of how the form and life of a nation starts in the future. Therefore, preparing the next generation as qualified generation of the nation means building and prospering the lives of children as early as possible and children must get protection from anyone. The population in Indonesia is dominated by women and children. "Only through knowledge and use of their rights it is possible for children to be active citizens. In this context, children rights education comprises of an important part of citizenship training." (Canbulat, A.K., et al. 2012). If the percentage reaches one third or around 30-35% of the total population in Indonesia which the data is from each region. The more pluralism in society the more complex the problems that exist, because the first problem of development about children is, child welfare that is still low includes the quality of children's education, the quality of children's health and nutrition. Second, child protection that is not optimal in its law, employment, and the most responsibility of the government is the infrastructure for growth and development of children who are inadequate.

Cases of violence against children, both physical and psychological, are still prevalent in Indonesia. The data from the Ministry of Social Affairs states that the prevalence of child abuse between the ages of 13-17 years old are physical violence which occurred to boys 1 from 4 children and 1 from 7 in girls, psychological violence to boys occurs 1 from 8 children and girls 1: 9, sexual violence to boys happened 1:12 and 1:19 for girls. 7 child protection programs in the region are currently far from adequate. From the supervision of budget policies in 9 provinces in 2015, KPAI found that the non-fulfillment budget for basic needs for child protection was only 1-2% of the total APBD. The limited amount of the budget is used to fulfill non-basic needs, such as prevention, handling and supervision programs, which are certainly still lacking. Ideally the Regional Government as an extension of the central government, which has direct contact with children, must be more critical in handling the rights of these children. (Rita Pranawati, 2018)

The government in an effort to deal with the issue of development Sustainable Innovation in The Digital Era of the child has ratified the convention on children's rights with Presidential Decree No. 36 of 1990 and adopted development targets in children as their goal, agreed at the international level into national targets to be achieved through the preparation of a five-year development plan. The intended target is in the points of agreement in the UN session which discuss the sustainable development goals (SDGs) and the world that are suitable for children (The World Fit For Children / WFFC) which are then adapted in policies regarding national programs for Indonesian children (PNBAI: 2015). Thus the government realizes it in a Regency / City environment to realize Indonesia *Layak Anak* through *Kabupaten / Kota Layak Anak* (KLA). KLA is a system of development in administrative areas that integrates government, community and business commitments and resources in a planned, comprehensive and sustainable business in programs and activities to fulfill children's rights. Therefore, the realization of KLA is supported by *Layak Anak* villages / *kelurahan*, then the *Layak Anak* sub-district reaches the *Layak Anak* district / city.

The award as a Child-Friendly (*Layak Anak*) City is given to those districts / cities that have a commitment to realize the KLA. Those awards are divided into five categories, namely KLA, Utama, Nindya, Madya, and Pratama. Malang City is one of 5 districts / cities that received an award from the Minister of Women's Empowerment on October 3rd, 2012 as the Child-Friendly (*Layak Anak*) City in Pratama stage and in 2018 it increased to the Main Stage. The regency / city includes Tulung Agung Regency, Malang Regency, Jombang Regency, Malang City and Surabaya City. The goal of *Malang Kota Layak Anak* is to provide services and facilities for the fulfillment of children's rights and child development to create a qualified future generation.

Based on the PERMEN PPPA No. 12 in 2011 Regarding Child-Friendly (*Layak Anak*) District / City Indicators, a Decent District / City Children should ideally fulfill the indicators set by the Child Rights Cluster (CRC) which divided into 6 sections, including institutional strengthening division and 5 clusters of children's rights, namely: cluster of civil rights and freedoms; family environment cluster and alternative care; basic health and welfare cluster; education cluster, utilization of leisure time and cultural activities; and special protection clusters. In this study, researchers provided a research limitation that only discussed the clusters of children's rights in the family environment and alternative care.

According to Philips H.Coombs (in Marzuki, 2010: 137), informal education is a lifelong learning process that occurs in each individual in the process of obtaining values, attitudes, skills and knowledge through daily experience or the influence of education and other sources around the environment. While alternative care is an alternative education for children that is specifically held in out-of-school education pathways such as Day Care / *Tempat Penitipan Anak* (TPA), *Lembaga Kesejahteraan Sosial Anak* (LKSA).

The role of informal education referred to in this study is the effectiveness of non-formal education programs through activities to educate families and care for children, "Non Formal education means all educational activities which are done out of educational hours in different Environments in short time with especial aims. Participants usually receive certification of attendance at the end of educational career. For example in service education of staffs training careers etc. are as examples of non-formal education. In the third millennium, view to education area has changed." (Farahani, M. F., et al. 2014). The form of counseling and parenting activities is integrated into non-formal education programs. The program is the Development of Toddler Family / *Bina Keluarga Balita* (BKB), Taman Posyandu (Pos PAUD), Adolescent Family Development / *Bina Keluarga Remaja* (BKR), PIK (Information and Counseling Center for Youth / *Pusat Informasi dan Konseling Remaja*), and Post of Women and Children Protection Complaint / *Pos Pengaduan Perlindungan Perempuan dan Anak* (P4A). Some of these programs are programs for family members whose targets are parents and children, "Unlike formal and non-formal education, "informal learning" is not deliberately organized to ensure student's learning. The learner often does so unintentionally. However, "informal" learning is a very effective method of learning and probably the most common among adults." (Tudor, S. L. 2013)

Based on the background of what has been described above, the authors are interested in examining the implementation of child-worthy / *Layak Anak* city programs in the city of Malang in an effort to fulfill children's rights. So in this study, the author took the title " The Analysis of Informal Education Program Role Through Family Environment and Alternative Care for Children ". The objectives of this study is: What is the role of informal education through family environment programs and alternative care in Malang City?

## Method

In a study of The Analysis of Informal Education Program Role Through Family Environment and Alternative Care for Children in Malang City, researchers used descriptive qualitative research types. Descriptive research was conducted to obtain information about the current situation. Whereas qualitative descriptive understanding is research that uses natural settings, with the intention of interpreting phenomena that occur and carried out by involving various existing methods (Satori, Djam'an and Aan Komariah. 2009). Research Subjects is an informant who will be asked for in-depth information about the research on the implementation of Malang *Layak Anak* City, while the people chosen as informants are POS PAUD Cadres, Toddler Family Development Cadres, and Parents. In collecting data, researchers use in-depth interview techniques, asking questions with open format listening, and recording them and then following up with additional questions that are related. And the use of documents is a method of collecting data by collecting important notes relating to the problem under study. In this study, researchers used anal models, the data is referred to as the interactive model by Huberman and Miles. This model consists of three main things, they are: data reduction, data presentation, and conclusion / verification.

## Analysis and Discussion

### Informal Education Roles

Based on the research findings, it is known that the role of informal education through PLK and PA is carried out by family education. This education is part of informal education and takes place in the surrounding environment. The role of informal education is related to one's function to do:

- a) Family care for children, both at home and when participating in programs
- b) Fostering and counseling the family through the program. The programs include BKB programs, *Taman Posyandu*, BKR, Youth PIK and P4A.

The function of coaching and counseling is played by cadres, while the function of family care for children is played by parents and family members.

The family education role is to fulfill children's rights and child development in Malang city is carried out by parents and other family members such as uncles, aunts or close relatives. However, based on the definition of family consists of father, mother and child. So the main actor in parenting family education is just parents as a core family (family triangle) or family in a narrow sense. The family members and close relatives, are only temporary alternatives when parents cannot care for and monitor their children's daily lives. "Parents struggled with their own identity and feelings of guilt or shame which in turn affected their ability to communicate with their children and support network. Adjustment to new parenting rolls often led to increased family conflict. Parents expressed that they were under a lot of stress and needed encouragement and validation in asking for help from their social network." (Weber, M., et al. 2019). Also for family members and close relatives, as well as relatives are extended families or referred to as a family in the broad sense according to M.I Soelaiman (1997) about the theory of various families.

The role of the Family Environment programs in the PLK and PA at the research site includes five programs namely Toddler Family Development / *Bina Keluarga Balita* (BKB), *Taman Posyandu* (TP), Adolescent Community Development / *Bina Keluarga Remaja* (BKR), Youth Information and Counseling Center / *Pusat Informasi dan Konseling Remaja* (PIKR), and Post of Women and Children Protection Complaint / *Pos Pengaduan Perlindungan Perempuan dan Anak* (P4A). The role of informal

education in actual alternative care is to care for children when parents cannot care for and educate them directly for certain reasons. So as an alternative, the child is cared for by relatives who still have a relationship with the child, but if the child does not have such family members or relatives then the alternative is that the child becomes the government's obligation to care for, nurture and educate the child instead of the family..

The purpose of alternative care is to provide an environment that can fulfill the needs of child care, being close through a substitute family. The form of alternative parenting activities towards *Malang Kota Layak Anak* is the availability of facilities such as orphanages, children's homes, etc, which are the Lembaga Kesejahteraan Sosial Anak (LKSA). Talking about alternative care in Malang city, researchers did not find data or programs about alternative care at the research site, especially in the villages of Malang city. This is due to the scope of the city, the number of Child Care Centers and orphanages or children's homes that are now termed LKSA which are few in number and not in all sub-districts in Malang City have such institutions.

The data analysis is based on the research findings described above in accordance with Minister of Social Affairs Regulation No. 21 of 2013 concerning Alternative Care, it stated that alternative care is an effort to nurture children if their parents are unable to provide care for their children well due to several factors such as their parents dying or not allows providing care so that it becomes the responsibility of the community or surrounding environment including the government.

This is also in accordance with the theory taken from the National Standard Journal for Child Welfare Institutions by the Ministry of Social Affairs of the Republic of Indonesia that alternative forms of care that can be carried out through a system of fostering, guardianship, or adoption and the final choice is resident-based care (LKSA).

#### a) Parents Roles

Parents role in caring is done when at home and outside the home. Parents in carrying out their functions are very important because they influence the formation of children's personality, especially in childhood. This is in accordance with the theory put forward by George Ritzer (in Ihromi, 2004: 36 - 38) that what is done by parents in children at the beginning of the growth period greatly determines the personality of the child. Parents and family members as agents of socialization at the age of children, they become significant other for children and parents who become role models for children in the formation of their personality. This also applies to parents who have teenagers. The personality formation of adolescents experiences socialization with parents and their environment, therefore parents need to monitor and guide their children during the socialization, "The values of adolescents are different from adult values, and their development is significantly influenced by family. How does the value of parents and children manifest in such an important adolescent life decision as choosing a career? Due to the fact that the decision-making process starts quite early on, it modeled by many family influences: family structure and relationships, parents' life values and attitudes, parents' own example of professional development and satisfaction, and their active support of the child or opposition." (Moskvicheva, N., et al. 2016).

The facts and findings can be adapted to the theory of adolescence according to George Ritzer (in Ihromi, 2004) that adolescents as a reserve socialization means adolescents as the target of socialization in communities that experience rapid social change.

Parents carry out their roles when at home referring to the basic functions of the family and fulfillment of children's rights. The main functions of the family include biological functions, affection and socialization when explained in detail can be categorized into family functions according to Uyoh Sadulloh (2010: 187 - 192) namely the function of education, protection functions, religious functions, economic functions, and recreational functions, "It can be concluded that social and economic factors, both family and residential environment, are not directly, specific conditioning attitudes and behaviors of parents in recognizing and respecting the rights of children. These factors may influence to a small extent the knowledge of these rights, especially the awareness of the importance of respecting all the rights to promote psycho-somatic health, spiritual development of children and

increase their quality of life.” (Voicu, C., et al. 2015). Whereas the fulfillment of children's rights is the fulfillment of children's basic rights including the right to live more like the right to grow and develop, the right to get protection, and the right to participate. The role of parents in caring for their children has several indicators, namely:

1) Fulfilling the health and nutrition of children

Based on the research findings, the fulfillment of children's health or nutrition by parents is through activeness in the *Posyandu* program or *Taman Posyandu*, because in *Posyandu* activities parents can find out the growth and development of children after an examination is carried out every month. In addition, the fulfillment of children after an examination is carried out every month. In addition, the fulfillment of children's health and nutrition can be done through providing a nutritious menu that perfectly consumed by children every day. Fulfillment of health in adolescents is also the same, the food menu every day given by parents affects the growth and development. Therefore parents of children and adolescents prioritize child nutrition so parents must budget.

2) Fulfilling love and caring needs

Based on the research findings, fulfilling the love needs given to children by parents is through loving their children. Advice, prohibitions and command are other form of parental love for their children even though sometimes children get the wrong understanding, some of these attitudes are considered as punishment for children. Fulfilling the needs of affection for children is reflected in the daily lives of children such as when children say or do bad things due to influences from outside the family or the influence of friends. So the form of parental love is by reminding, giving guidance that what the child doing is wrong. This can be applied to early childhood and adolescents. But to fulfill the affection needs of adolescents, parents must be extra in monitoring children because of environmental influences, especially friends, which have a major impact on children's attitudes and behavior. Even though the teenager had received guidance at school by getting religious lessons, he got debriefing about the TRC and so on. Parents also do not obey their children's wishes, because that is always followed. Spoiled, refuse to do some effort and asking some fun things, loving on anything which is instant.

Fulfilling stimulation given to children based on the results of interviews and observations. Fulfillment of stimulation in children is done by parents through monitoring the growth and development of children which includes physical and psychological or physical and spiritual.

In early childhood stimulation is given to stimulate children's growth and development (physical and psychological) such as rough movements, subtle movements, active communication, passive communication, expressing with signs of intelligence and helping oneself. There are those who use bare hands who use the APE provided. The provision of stimuli through subtle movements is carried out by parents on the implementation of the BKB program, *Taman Posyandu* and at home. His movements are like learning to sit without help, getting up and standing without help, walking without help. Rough movements such as moving objects from one hand to another, dropping objects and picking them up again. In this case, using a lightweight APE made of plastic material such as the shape of a fish (animal) adjusts to age. Giving stimuli so that children understand the signals and talk (passive communication) such as using APE "Giring-giring". Parents hold "Giring-giring" and are faced in front of the child by ringing the "Giring-giring". There children are given stimulation by cadres to detect whether the child is healthy or not, has five sensory disorders or not. In addition, children aged under five are given a reaction with movements of spoken words, accompanied by appropriate movements so that the child understands the commands and prohibitions. The example is the movement of parents who forbid children to raise their hand as a sign of prohibition, and etc.

“The practice of physical exercises by children and adolescents is safe and appears to determine the growth of some tissues such as muscle, bone, and adipose tissue, exercising its influence throughout life.” (Alves, J.G.B., et al. 2018). Child growth stimulation starts from several aspects of



this development in order to find out the child's growth and development data. So that parents know that their growth is normal or there is interference after that the cadre writes the results in the KKA or KMS book as reporting. In addition, giving stimulation through habituation to children about carrying out positive daily activities starts early on, such as learning to eat by themselves, learning to read, write, learn to pray and so on.

Stimulation given to adolescents by parents through independent learning in doing things such as solving problems, discussions about children's academic development, venturing about adolescent problems, especially about reproductive problems, how children respond to juvenile delinquency that exist like current phenomena.

Some of the roles of the parents described above are parenting efforts aimed at optimizing their children's growth and development including physical growth and mental development. This is in accordance with the theory that in caring for children, the family becomes the first institution that has responsibility in providing developmental development guidance. So that the family is the first and foremost container in caring for children. Parents as the main component of the family, have a very important role in providing basic needs of children so that children can grow and develop optimally.

#### b) Fulfillment of Children's Rights

Based on the research findings, parents have an obligation to fulfill children's basic rights. These basic rights include the right to live more properly, the right to grow and develop, the right to get protection, and the right to participate.

##### 1) The right to have a proper life

Fulfillment of basic rights of children by parents so that children live more properly is to cover the fields of education, fulfillment of nutrition, fulfillment of clothing and food and others provided to children. Based on the findings of the research in Malang city that parents in the field of education especially formal education prioritize children to study in schools which they think are good. Both non-formal education are obtained by their children while in school, for example taking extracurricular activities and others. In addition, informal education is carried out through Koran activities in the Al-Qur'an Educational Place. Fulfillment of nutrition and health for children is carried out by parents through Posyandu activities for early childhood, conducting health checks to health care places if a child is detected. Whereas the fulfillment of clothing, food and shelter is carried out by giving a menu which perfect for children as a daily food menu, fulfilling school needs and so forth.

##### 2) Protection rights

The right of protection is the fulfillment of children's rights in the form of protection from violence and matters of a criminal nature. "Children close to something like holidays, leisure time, play time, and participation to cultural and artistic activities; they have the right to information, the right to express their opinion freely, and to be listened to; in times of war children have the right to benefit from protection and assistance, the right to be protected from work exploitation and sexual abuse. These rights are accompanied by correlative obligations on the part of the parents and the state authorities to create these rights and make sure that they are respected; to create an environment favourable to the application of these rights and to take corrective measures in case of infringement." (Emilia, C. 2010). Based on the findings of research on child protection, the government provides facilities in the form of P4A in an effort to accommodate information and complaints about children. The acts of violence that occur in the community, especially the place of research, there is no violence against children but only mild violence and not having a fatal impact. So that people feel no need to report to the authorities. Because according to them is still within the limits of reasonableness, as well as criminal acts that occur in children at the research site. The parents' role in this case is to protect against violence against children despite the fact that there is mild violence such as hitting, yelling and so on. This is done by parents in order to reprimand and

warn children because the goal of parents is to educate. So that this is still said to be a reasonable limit according to the community.

### 3) The right to grow and develop

The right to grow and develop children fulfillment is in the form of optimizing growth and development such as physical and spiritual children. Growth in early childhood and adolescence is a stage of development that is passed by humans and the process of self-development from birth to the end of his life. In this period there were significant changes both physically, mentally and socially. Based on the results of the research findings, the efforts to fulfill the child's growth are carried out by parents by fulfilling children's needs such as fulfillment the need of nutrition, the need for affection, giving stimulation from the family environment in daily life such as moral, religious, social and so on. children can grow and develop optimally.

The right to grow and develop as described above is in accordance with the theory conveyed by John B, Santrock (1995: 28) that growth and development are determined by congenital factors and environmental factors. "Parents' standards for care may be high as seen by the star ratings of their family child care homes, their own risk and health behaviors are not meeting similar standards." (Tovar, A., et al. 2017). Congenital factors are traits inherited from both parents while environmental factors are external influences on child development. Such as food, weather, health services, stimulation, illness, family environment, and so on. The innate factors influence each other mutually with environmental factors.

### 4) Participation rights

The right to participation includes children's participation when interacting with their family and surrounding environment, associating with friends, interacting and communicating. "Children's protection, survival, development and participation are globally recognized as fundamental rights. Convention declares four fundamental rights for children. These, children's life, development, protection, and participation rights, are put forward as the basic principles on Convention." (Merey, Z. 2014). Based on the results of the research findings, the fulfillment of children's participation rights is carried out by giving freedom to children in their opinions, confiding in their wishes, getting along with friends and the surrounding environment. Follow activities that the child wants both at school and outside school. Still, parents keep monitoring and giving a filter of what the child is doing regarding the right to participation.

## Conclusion

Family environment education and alternative care are part of informal education and take place in the family environment. The role of informal education is related to one's function to do a) family care for children, both at home and when participating in the program, b) fostering and counseling the family through the program. The programs include the BKB program, *Taman Posyandu*, BKR, and P4A. The function of guidance and counseling is done by cadres while the family care function for children is done by parents and family members.

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