

Social Services Based on Institutional for Youth Discontinued School

Rusmaniah

rusmaniah@ulm.ac.id

Social Studies Education Department, FKIP Lambung Mangkurat University

Fitri Mardiani

fitri.mardiani@ulm.ac.id

History Education Department, FKIP Lambung Mangkurat University

Muhammad Rezky Noor Handy

rezky.handy@ulm.ac.id

Social Studies Education Department, FKIP Lambung Mangkurat University

Muhammad Adhitya Hidayat Putra

adhitya@upi.edu

Social Studies Education Department, Postgraduate School of the Indonesian University of Education

Jumriani

jumriani@ulm.ac.id

Social Studies Education Department, FKIP Lambung Mangkurat University

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Abstrak

Meningkatnya jumlah remaja putus sekolah secara tidak langsung memberikan sumbangan permasalahan penurunan kualitas sumber daya manusia. Perihal ini dikarenakan remaja merupakan aset negara di masa yang akan datang. Terkait dengan permasalahan tersebut, diperlukan pelayanan sosial guna meningkatkan kualitas. Secara khusus, artikel bertujuan mendeskripsikan pelayanan sosial berbasis lembaga bagi remaja putus sekolah. Pelayanan sosial tidak hanya terbatas pada peningkatan kemampuan kognitif, tetapi juga keterampilan dan moralitas. Studi literatur digunakan dalam mendeskripsikan secara komprehensif artikel ini. Demikian, diperlukan pencarian literatur dan telaah mendalam terkait permasalahan yang dikaji. Hasil yang dideskripsikan oleh artikel ini terkait pelayanan sosial berbasis lembaga merupakan bentuk sinergitas masyarakat dan pemerintah. Pelayanan sosial ditujukan untuk mengembalikan peranan sosial penerima manfaat sehingga mereka dapat menjalankan tugas-tugas kehidupannya sesuai dengan perannya. Adapun pelayanan sosial berbasis lembaga bagi remaja putus sekolah, diinisiasi pemerintah yaitu Pelayanan Sosial Bina Remaja (PSBR). Pelayanan sosial yang diberikan oleh PSBR dimaksudkan untuk memberikan pembinaan moralitas serta keterampilan kerja. Sehingga, remaja memiliki kemampuan dan kemandirian.

Kata kunci: Remaja Putus Sekolah, Pelayanan Sosial, dan Pelayanan Sosial Bina Remaja (PSBR)

Abstract

The increasing number of teenagers dropping out of school indirectly contributes to the problem of decreasing the quality of human resources. This is because adolescents are a state asset in the future. Related to these problems, social services are needed to improve quality. In particular, the article aims to describe institution-based social services for teenagers who drop out of school. Social services are not only limited to increasing cognitive abilities but also skills and morality. Literature studies are used to describe this article comprehensively. Thus, it is necessary to search for literature and in-depth analysis of the problems being studied. The results described in this article regarding institution-based social services are a form of synergy between society and government. Social services aim to restore the social role of the beneficiaries to carry out their life tasks according to their roles, as for institution-based social services for school dropouts, initiated by the government, namely the Youth Development Social Service (PSBR). The social services provided by the PSBR are intended to provide morality development and work skills. Thus, adolescents have the ability and independence. The social services

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Keywords: Teenagers Dropping Out of School, Social Services, and Youth Development Social Services (PSBR).

PRELIMINARY

The problem of dropping out of school is the red report card for Indonesian education. Based on data reported by The Ministry of National Development Planning / National Development Planning Agency (PPN / Bappenas), data on the number of children dropping out of school in Indonesia in 2019 as many as 4.3 million children at various levels. This figure reaches 6% of the total age of school children, namely 53 million. The data was released in mid-2020. Regarding the exposure to the high total number of children dropping out of school, the most significant potential for dropping out of school is at the age of 15-16 years (youth category) (www.medcom.id, accessed on 02 March 2021). Participants in this age range have just graduated from junior high school and will continue to high school.

Although dropping out of school for adolescents is a real thing and cannot be avoided. Education is needed to foster and develop the younger generation's potential, interests, and talents (Abbas, 2020; Sarbaini et al., 2019; Syaharuddin & Mutiani, 2020). Adolescents certainly need special attention in education and participation in society to develop creativity and self-potential. The implementation of education for adolescents becomes a vehicle for achieving opportunities to become successful individuals in the future (Rahman, 2002; Tilaar & Mukhlis, 1999).

The problem of teenagers dropping out of school is a serious problem. This problem is not just helplessness in continuing to school but can also have a domino effect. One impact that arises from the problem of dropping out of school is the reduction and decline in the quality of human resources. The supporting factors for teenagers dropping out of school include the family economy, the lack of ability and interest in adolescents in attending school, the conditions where adolescents live, the community's views on education, customs, and certain teachings (Widodo, 2012). With these conditions, many teenagers drop out of school who are forced to work to the best of their ability to help the family economy. However, over time, the phenomenon of working children,

The existence of school dropouts needs the attention of various parties. Teens who have dropped out of school need guidance to prepare them to enter the world of work or continue their studies (Abbas, 2020; Widodo, 2012). Approaches that community institutions can consider are directing vocational education so that they acquire the basic skills required for a

large number of jobs and guarantees to be able to continue their education, employment, or training, especially those related to guidance programs (Santrock, 2002, 2003; Sukmadinata, 2019). This form of education is intended for cognitive strengthening and intended to provide youth morality development.

Based on the results of research conducted by Novia (2013) entitled "Moral Development for Out-of-School Adolescents at the Ungaran Social Rehabilitation Center (Wira Adhi Karya)." This study describes a concern that the morality of teenagers who drop out of school will experience degradation. Teenagers no longer own the lack of daily supervision and guidance. Therefore, special attention is needed by providing social services for teenagers who drop out of school. Social services are meant to provide scheduled coaching. Social services intended to provide behavioral rehabilitation and social psychological rehabilitation, including moral development in relation to God, fellow humans (social), self, and the environment (nature) (Itariyani, 2013). In line with this study's results, this article aims to describe Institutional-based social services for teenagers who drop out of school. Thus, it is hoped that the social services provided by the community through institutions for school dropouts can achieve national goals as stated in the preamble to the 1945 Constitution, namely advancing public welfare, as well as the intellectual life of the nation (Mutiani et al., 2020; Sudirman, 1987).

METHOD

This article was written using a literature study. A literature study is understood as a series of activities related to methods of collecting library data, reading and taking notes, and processing research materials (Azwar, 2007). A literature study is known by another term which is a literature review. Literature studies are carried out with the main objective of finding a foundation or foundation for obtaining and building a theoretical foundation, a framework of thought (Nasution, 2003). Thus, the authors classify, allocate, organize, and use various libraries in their fields. By conducting a literature study, researchers have a broader and deeper experience of the problems described (Nazir, 2003; Zuriah, 2006). Literature document collection is done using search engines such as; google scholar, researchgate, OSF, to visiting websites related to institution-based social services for teenagers who drop out of school.

RESULTS AND DISCUSSION

Adolescence comes from the word *Adolescere* which means growing towards maturity (Santrock, 2003). Maturity means physical maturity and social psychological maturity (Hurlock et al., 1990). The broad meaning of the term adolescent today includes mental, emotional, social, and physical maturity. Psychologically, adolescence is the age where

individuals integrate with adult society, the age at which children no longer feel below the level of older people but are on the same level, at least in rights matters. Integration in (adult) society has many affective aspects, more or less related to puberty. This includes a striking intellectual change (Cole, 1936).

The typical intellectual change of mass thinking makes it possible to achieve integration in adult social relations. As for such integration, it became a characteristic feature of this period of development. The age limit for adolescents, in general, is between 13 and 21 years (Dariyo, 2004). While the actual age limit for adolescents, namely adolescents marked by changes in attitudes and behavior or adolescents in the final phase, is between 18 and 21 years (Hurlock et al., 1990).

Adolescence is a period of transition to adulthood. At this time, many things seem ambiguous. Many new things provide new insights and insights into life and the social world. For adolescents, the world is no longer the family's world, but more widely, as if their eyes are wide open to see many new things. Thus, causing anxiety and confusion (Ihromi, 1999). This matter indirectly intersects with the development of technology, information, communication which makes the transition of information faster. Adolescents, who are still emotionally unstable, are isolated from life's complexities that give rise to problems. One problem faced is dropping out of school for adolescents.

Dropping out of school is the process of forcibly stopping a student from an educational institution where he studies. This means the abandonment of a child from a formal educational institution is caused by various factors, one of which is the family's inadequate economic condition (Murni, 2017). Teenagers dropping out of school is a social problem whose impact is not only felt by themselves but also by the community (Suyanto, 2010). As previously stated, teenagers dropping out of school can lead to unemployment, crime, poverty, and juvenile delinquency. Efforts are needed to deal with teenagers dropping out of school to reduce the negative impact they cause.

1. Supervise work experiences through cooperative education, internships, practical work, pre-employment training, and companies run by youth.
2. Community and environmental services, including voluntary services and youth counseling services.
3. Redirecting vocational education, where the principle should not be to prepare youth to do specific jobs, but rather towards acquiring the necessary skills needed in many jobs.
4. Guarantees can continue education, employment, or training, especially those related to mentoring programs (Santrock, 2002, 2003).

The four approaches above are accommodated in one social service. Social service is interpreted as the right effort to improve social functioning, particularly fostering morality for

teenagers who drop out of school. Social services are defined broadly as services intended to improve human social welfare. The welfare that is meant is not only material but also non-material. However, it is a service provided to part of the community who are less fortunate or disadvantaged (Sukoco, 1991). Social services for out-of-school adolescents are activities or interventions on the problem of teenagers dropping out of school and are carried out directly and in an organized manner. The implementation of social services is intended to help teenagers who drop out of school to be able to meet their needs (Arsani, 2019). The goal of social services for school dropouts is to help neglected drop-out teenagers achieve their goals and solve the problems they face to improve their living conditions independently.

The implementation of social services for school dropouts is a service process to restore the beneficiaries' social roles to carry out their life tasks according to their roles (Saing, 2017). Institution-based social services or often known as social services in orphanages. Institution-based forms of social services are identified as follows;

1. Physical guidance, including; sports activities, health care.
2. Mental guidance, including fulfilling the need for privacy, providing opportunities to make choices according to the beneficiaries' talents and interests, and providing intelligence education services.
3. Social guidance, including playing, recreation, and use of leisure time, artistic activities, maintaining the beneficiaries' dignity, fostering relationships and closeness, and providing opportunities for beneficiary participation in expressing their feelings.
4. Work skills guidance, including; craft training according to the interests and talents possessed (Murni, 2018).

Institution-based social services are efforts made by the government to deal with teenagers who drop out of school. The synergy of the roles of the two elements (government and society) is essential. At the community level, government initiation is urgently needed to stimulate running institutions formed in the community. A concrete form of institution-based social service is establishing the Youth Development Social Service (PSBR) (Murni, 2017). Every province in Indonesia has a PSBR which is under the auspices of the Provincial Social Service. PSBR is expected to provide social services and guidance as well as skills according to their interests. With the hope that it can increase the lack of knowledge or knowledge from formal schools. How does PSBR guide teenagers who drop out of school so that they have quality and can adapt to their environment and be able to overcome their problems.

In the PSBR Social Service Standard Book published by the Directorate of Child Social Services (2008), it is said that the PSBR has a role or duty, namely providing social protection, services, and rehabilitation for people with social welfare problems for neglected school

dropouts (Murni, 2018). The purpose of social services at PSBR is to improve school dropouts' social functioning so that later they can meet their needs and their families without having to depend on other people.

Emphasis on social functioning refers to the meaning that adolescents invest in human resources equipped with intellectual and moral guidance. The importance of youth moral development is to make the young generation as the nation's next-generation know their roles and responsibilities, so they are not selfish, act wisely, and become the spearhead of the nation's successful state (Arsani, 2019; Saing, 2017). From the aspect of regeneration, the issue of youth development becomes more important. As the next generation of the ideals of the nation's struggle, adolescents should be more directed and prepared so that they truly are a guarantee for the survival of the nation and state and have noble religious values (Itariyani, 2013). It is hoped that adolescents' intellectual and moral balance will be able to prepare teenagers who drop out of school to enter the world of work so that they can meet their needs independently without depending on others. Also, with the existence of social services for school dropouts, it is hoped that it can help reduce Indonesia's unemployment rate.

CONCLUSIONS

The problem of teenagers dropping out of school is a shared responsibility. One factor that causes adolescents to drop out of school is the family's financial ability to meet school needs. Also, it is undeniable that environmental factors and self-motivation also influence teenagers' problems dropping out of school. Thus, synergy between components is needed, such as; community and government, to provide social services for teenagers who drop out of school. Social services aim to restore the social role of the beneficiaries so that they can carry out their life tasks according to their roles. To support the implementation of social services for school dropouts, the government then initiated an institution, namely the Youth Development Social Service (PSBR). The social services provided by the PSBR are intended to provide morality development and work skills. Thus, adolescents have the ability and independence and can't function socially properly in society to be skilled and actively participate in development.

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