

## The Role of Caregivers as a Social Attitude Developer in The Children's Social Homes Budi Mulia Banjarbaru

**Rizki Amelia**

rizkiameliaa31@gmail.com

Social Studies Education Department, FKIP Lambung Mangkurat University

**Herry Porda Nugroho Putro**

pordabanjar@ulm.ac.id

History Education Department, FKIP, Lambung Mangkurat University

**Melly Agustina Permatasari**

mellyap@ulm.ac.id

Economics Education Department, FKIP Lambung Mangkurat University

### *Abstrak*

Panti Sosial Anak merupakan lembaga untuk mendidik dan membina anak yang tidak lengkap orang tua, kurang beruntung dikarenakan hambatan fisik, psikologis, dan kognitif agar potensinya berkembang maksimal. Tujuan tersebut dapat tercapai dengan peran pengasuh panti sosial. Artikel ini mendeskripsikan peran pengasuh dalam membina sikap sosial anak di Panti Sosial Anak Budi Mulia Banjarbaru. Penelitian menggunakan metode deskriptif dengan melakukan pengumpulan data melalui observasi, wawancara dan dokumentasi dan untuk keabsahan data menggunakan perpanjangan pengamatan, triangulasi, dan *member check*. Hasil penelitian memastikan bahwa pengasuh di Panti Sosial Anak Budi Mulia Banjarbaru dalam menanamkan sikap sosial dengan cara mengajarkan dan membina untuk mengamalkan Al-Qur'an sebagai landasan hidup anak. Melalui pembinaan pengasuh tersebut mampu membentuk anak ber sikap sosial religius, disiplin, bertanggung jawab dan kerja sama. **Kata kunci:** Peran, Pengasuh, dan Panti Sosial Anak.

### *Abstract*

Children's Social Institution is an institution for educating and fostering children of incomplete parents, less fortunate due to physical, psychological, and cognitive obstacles to maximize their potentials. This goal can be achieved with the role of caregivers in social institutions. This article describes the caregivers' role in fostering children's social attitudes at the Budi Mulia Children's Social Home, Banjarbaru. The research used a descriptive method by collecting data through observation, interviews, documentation, and the data's validity using extended observations, triangulation, and *member checks*. The results of the study confirmed that the caregivers at the Budi Mulia Children's Social Institution in Banjarbaru instilled social attitudes by teaching and fostering the practice of the Qur'an as the foundation of children's life. Through these carers' guidance, they can form children with social religious attitudes, discipline, responsibility, and cooperation.

**Keywords:** Role, Caregiver, and Children's Social Institution.

### **PRELIMINARY**

A family is the most micro-unit in the social order, which plays a significant role in shaping one's defense against attacks from outside himself, including against threats and challenges in social life from an early age. Parents have an equally important role in educating children since they are in the womb (Rochaniningsih, 2014). Parents play a significant role in nurturing and fostering their children's behavior. Fulfilling both parents' families' appropriate needs will also affect the child's growth and development pattern. Education in the family instills religious beliefs, cultural values, including values, norms, rules, and views as well as life attitudes to skills that support community, national, and state life (Abbas, 2002, 2018a, 2018b; Abbas et al., 2018; Hardian, 2006).

However, not all children are lucky to have both parents and families who can become role models for life. Some children are less fortunate in fulfilling the roles of both parents. This causes some children to get less value cultivation and learn to live in a social environment well. Meanwhile, the reality of life today with the development of increasingly advanced technology is a challenge and a threat to children. Particularly in terms of the negative impact, it has caused. Ethical lofty values that are highly moral or behavior inherited from ancestors are destroyed only when they are watered by the global and taken in line with global trends (Putra, 2019). It is not based on virtue and morals and patterns of supervision and further guidance from parents (Mutiani Mutiani et al., 2019; Subiyakto et al., 2020; Subiyakto & Mutiani, 2020).

The children's social institution is an institution that aims to foster and educate in acting, behaving, and directing and shaping skills for children. This institution becomes a facilitator as a state institution intended to shape children with good personalities and morals to be equipped to face the increasingly sophisticated developments in science and technology and provide life experiences according to social norms.

In Banjarbaru, there is the Children's Social Institution, known as the Budi Mulia Children's Orphanage. The orphanage is one of the Regional Technical Implementation Units (UPTD) of the Social Service of South Kalimantan Province. Which provides services towards social welfare for children with incomplete parents and disadvantaged children, including physical, psychological, cognitive, and life attitudes and potential development of the ability adequately. The Budi Mulia Children's Social Orphanage has nine guest houses that are occupied by boys and girls. The boys' homes consist of Wisma Junjung Buih, Wisma Sultan Adam, and Wisma Suriansyah.

Meanwhile, the girls' guesthouse consists of Wisma Siti Zuleha, Wisma Hidayatullah, Wisma Hasanudin, Wisma Antasari, and Wisma Hasan Basri. Each guest house is accompanied by carers and social workers (Pekerjaan Sosial). The role of caregivers in fostering these disadvantaged children is crucial to reduce the occurrence of deviations in society. All caregivers have the same goals, but this article describes a study of caregivers' role in fostering children's social attitudes in the Budi Mulia Banjarbaru children's social orphanage.

## **RESEARCH METHODS**

A qualitative with descriptive methods were used in this study. This method uses to describe the role of caregivers at the Budi Mulia Children's Social Institution, Banjarbaru. The Data collection was carried out through the observation stage of the site homestead Zuleha Mulia social institution orphanage for Children, located on Jalan A.Yani KM 27,4, Landasan Ulin Village, Landasan Ulin District, Landasan Ulin District, Banjarbaru City, South Kalimantan. The Interviews with informants were conducted, including the caregivers at the Siti Zuleha guesthouse, namely Hasnani, S.Pd. Several of their foster children at the Siti Guest House, Zuleha, namely Anisa Fitria, Karmila, and Norlatifah.

The data analysis technique used includes data reduction following the research objectives, namely the role of caregivers in fostering children's social attitudes. Furthermore, the data is presented in the form of words and equipped with pictures of children's activities at the Site Homestead, Zuleha, the social orphanage for Budi Mulia children, and supported by the children's data table of Siti guesthouse Zuleha (Bungin, 2015; Sugiyono, 2013). Furthermore, verification or concluding is base on the formula. It can be supposed that in fostering children's social attitudes at the Sitiguesthouse, the Zuleha caregivers carry out their role by designing daily children's activities with various positive activities and proven to make children have social attitudes and achievements.

## **RESULTS AND DISCUSSION**

The Budi Mulia Children's Social Institution (Panti Sosial Asuhan Anak or PSAA), South Kalimantan Province, began operating on July 1, 1984. Budi Mulia Children's Social Home is located on Jalan A.Yani KM 27,4, Landasan Ulin Timur Village, Landasan Ulin District, Banjarbaru City South Borneo. PSAA Budi Mulia Banjarbaru provides social welfare services for children with incomplete parents and disadvantaged children, covering physical, psychological, cognitive, and life attitudes and developing adequate potential abilities. PSAA Budi Mulia provides shelter for these children by dividing the guest house between boys and girls. A carer manages each guest's home. Caregivers are people who can serve, care for and care for children as a substitute for their parents' duties when they are busy looking for a living (Mutiani, 2017; Pioh et al., 2017). Caregivers have an essential role in the lives of these children. "Role is a reciprocal and dynamic relationship with one's position followed by rights and obligations" (Soekanto, 2014).

Every day, one of the caregivers of one of the girls' guest houses, Wisma Siti Zuleha, namely Mr. Hasnani. The plays his role as a carer to educate and nurture his foster children by

instilling the Qur'an as the foundation of a child's life. This is very useful and effective according to him, as Pak Hasnani (33 years) explains:

"I believe that if children learn the Koran properly and practice it in their daily lives, their lives will be more blessed and avoid harmful things knowing that every action will be accounted for in the hereafter before Allah SWT. This method, God Willing is beneficial.

The habit of studying the Qur'an and then practicing its meaning, which Pak Hasnani applies every day, is one of the efforts made to carry out his role. Hasnani's role as a caregiver is also an example for his foster children. Anisa Fitria (19 years) revealed that:

"Abi (Pak Hasnani) is a very patient person in dealing with me. He never even gets angry. Even though he is disappointed with my attitude, he is just silent, and it makes me realize that Abi's patience is truly extraordinary. Sometimes he likes to wonder why he can be so patient. In memorizing the Al-Qur'an myself, I was slow, but Abi was still motivating, and he often said not to be a burden, so I could remember little by little without feeling pressured".

The guidance applied by caregivers by using the teachings of the Koran and being an example for foster children can be seen from their attitude of being responsible, religious, disciplined, and able to work together. There reflected in their daily activities. For example, they are disciplined to repeat memorizing of the Koran together regularly every day in the morning and at night. The process of adaptation and understanding of the environment can be passed through a learning process. The learning process will produce behavioral changes (Abbas, 2017; Abbas et al., 2017; Putro et al., 2020; Subiyakto & Mutiani, 2020).

The caregivers in fostering social attitudes indeed interact with the children. Every child is different, and he approaches it differently. The role of caregivers in Banjarbaru children's social institutions is quite good. This can be proven by the daily activities of the children who are accustomed to doing positive activities every day, giving rise to social attitudes such as the habit of memorizing the Koran and doing dhikr every day. They also work hand in hand to clean the guest house and prepare food to achieve a common goal. This habit is repeated every day, which makes them time disciplined as social attitudes are individual awareness that determines actions carried out repeatedly on social objects (Abu, 2007). Apart from their repeated habits, the social attitudes they have are also due to the learning process. The formation of behavior can occur due to a method of maturity and from a process of interaction with the environment (Abbas, 2017; Abbas et al., 2017; Subiyakto, 2018; Syaharuddin, Abbas, et al., 2019). The process of adaptation and understanding of the environment can be passed through a learning process.

The role of carers at the Banjarbaru Children's Social Home is also carried out by supervising the foster children outside the orphanage. This effort is made by monitoring who their friends are, whether they have a better impact or not. Providing role models by foster parents, the attitude of foster parents is always open, and a place to share the problems of foster children and efforts to form Muslim character is to teach how to dress following Islamic teachings (Syaharuddin, Abbas, et al., 2019; Yanto, 2018).

## **CONCLUSION**

The Budi Mulia Banjarbaru Children's Social Institution (Panti Sosial Asuhan Anak or PSAA) is an institution that helps develop children who do not have a family or who do not live with their families. Foster children orphanages are cared for by carers who replace parents' roles, including fostering social attitudes to be responsible for themselves and society. The caretakers at the Budi Mulia Banjarbaru Social Institution for Child Care (Panti Sosial Asuhan Anak or PSAA) foster children's social attitudes by instilling the Koran as the foundation of their foster children's lives, so that the foster children have a responsible, disciplined, religious and cooperative attitude.

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