



Modern Learning to Children in Children's Social Care Through Basic Mathematics Programs

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Abstract

Social care institutions are places where many children, especially minors, are held because there is no supervision and attention from the nuclear family. This makes teenagers feel lazy, inferior, and embarrassed to learn new things. Youth and children in child welfare organizations need as much attention and supervision as possible from parents and friends. But this hope cannot replace parents. The number of caregivers is unbalanced. That is, the caregiver's attention, support and affection are less than optimal. In addition, adolescents and children living in orphanages come from different families, cultures, customs and socialization processes. Then the author's solution is about how teenagers and children in orphanages can practice their thinking skills by learning mathematics. Using the casework methodology, the objective of the project agenda offered is to help children and adolescents find their identity and empowerment in the child's social system,

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INTRODUCTION

The presence of parents in the process of child growth and development is very necessary and very important for the development of the child's psyche. Children and adolescents who have lost parents inevitably affect their development. These children are deprived of the opportunity to receive support and care from their parents. For example, children in orphanages need something that sparks their passion and interest in learning. They also need encouragement and support to be productive in old age. The matter related to the children in the orphanage is very simple. That is, they often shirk their obligations due to lack of attention and support. They lost a lot, including the care and education that children received in child welfare institutions. Many orphanage children don't want to know things they are not interested in. The problem of lack of motivation to learn children during this period of development, especially the introduction of online learning, will affect social behavior and if left unchecked it will be disastrous for later generations. You need purposeful training. The goal is to begin to find their true selves by developing an interest in learning as a possibility for whatever they dream of.

Character education not only teaches children what is right and what is wrong, but also teaches them good habits so that they understand, feel, and are willing to do good. attitude to overcome various difficulties and problems. Character education nurtures character and aims to develop the ability to consider right and wrong in making decisions, nurture goodness, and realize that goodness in earnest in everyday life. Intelligence without good morals is meaningless anymore and cannot sufficiently enhance human dignity.



The use of technology for learning purposes is considered important in the era of globalization. The use of technology in learning can occur during the learning process. B. When assigning and evaluating tasks. Through the utilization and utilization of technology, students can not only gain guidance in the task of searching for additional materials as learning materials, but more importantly, students can gain a deeper understanding of technology as a learning medium. According to Lauster, self-confidence is the act and belief in one's own abilities, taking responsibility, acting fairly, and dealing well with others. By accepting your shortcomings and shortcomings, being grateful for what you have, having standards for your life goals. , make mistakes, constantly check yourself, don't blame others, and have good feelings, You can get immediate benefits. positive thinking.

Personality is important for developing strong human resources (HR), and it is necessary to properly implement character education. Character development is an integral part of life. Therefore, we need to pay attention to various actors such as government, society, family, and school. Character education is a systematic effort to consistently and continuously instill and develop character qualities based on religious, cultural and political philosophical values that we internalize in everyday life at school, in society. shaping behavior.

Education is not only the transmission of knowledge, but also the transmission of the cultural level and the transmission of values. Meanwhile, this education is expected to be able to develop self-quality in all fields, Character education is a stage that is systematically prepared or made an effort to instill behavioral values in students. which should be of concern to all parties. Character education is not just about guiding knowledge through information, but about appreciating values embodied in good habits that lead students to understand (cognition), feel (emotions) and do good (psychomotor). Human character is certainly influenced by several factors: internal and external. This internal factor comes from within each individual. External factors come from the environment.

Education is the vanguard of how we live in this very difficult time. The low level of education of a person also shows how difficult it is for them to face everything. Helping to achieve all of this well requires the effort citizens must make to succeed—through serious learning. Learning is a complex process that affects everyone and lasts a lifetime. Learning is how we live our next life. Personality tells us how a person is educated according to the environment in which they grew up and how they develop according to their environment.

RESEARCH METHODS

This activity uses the Zastrow microinversion (casework) method. In this case, researchers use approaches such as playing games to build cohesion, learn together, eat together, and share sessions. Running games such as guessing the names of fruits, animals, objects, etc. This game requires sanctions or punishment for children in social care institutions for children. This fosters the child's self-confidence and courage to display his talents in front of many people. Description of the method of activity among others: (1) Involvement. (2) Evaluation. (3) planning; (4) intervention.

RESULTS OF RESEARCH AND DISCUSSION

Children belong to the nation and the next generation of the nation. If a country wants progress, a healthy society, faith, piety, and noble character, it must nurture its children and equip them with good leadership. and social needs, of course, are given a variety of opportunities that are appropriate and appropriate to the individuality of the child. Orphanages can also be viewed as institutions that are often used to shape the development of children who do not have a family or do not live with a family. According to the Law of the



Republic of Indonesia Number 4 of 1979, Article 2 Paragraph 1, it is clearly stated that every child has the right to affection, care, care, and guidance in the family. Take care of, grow and develop normally. Residents of orphanages are not only children, but also diverse from children to adults. The residents of the orphanage are people with various social problems. (bankdata.kpai.go.id accessed October 3, 2022).

In fact, not all children have the same rights and opportunities. Children's problems range from orphans, orphans, orphans, abandoned children, street children, beggars, vagrants, etc. The problem of the child due to economic conditions is an inexhaustible task. Children, who are the future of the country and the heirs of the ideals of the nation, urgently need the right to live, grow and be protected. For these rights to be realized, they must be realized by providing children with opportunities for education, counseling and support.

Unlike the case with the interest in learning children and adolescents who live with their families in child welfare institutions. Children and teenagers living with families are taken care of by their parents, while children living in orphanages rely solely on money from donors. Therefore, children who live in children's charities from the beginning are burdened with not being able to stay at home and feel the love of their parents, and will have difficulty seeing what the future holds for them.

Researchers realized that the low interest in learning in child welfare institutions is due to poor access or opportunities for education and educational services for children in these child welfare institutions. Therefore, the necessary qualifications are provided through soft skills training and the introduction of modern learning concepts to create superior and mature learning patterns for institutionalized children. The development of a child from an unusual social background requires conscious coaching, Regular and responsible for developing the personality of the child. Of course, coaching is goal-oriented and sustainable. Coaching itself must also have a purpose. According to Zastrow (2006), social work is a professional activity that helps individuals, groups, families, organizations, and societies to strengthen and increase their capacity for social functioning and to create an environment that favors the achievement of their goals. The general stages of zastrow group work methods are: engagement, evaluation, planning, and discovery or program.

First, the engagement phase, which includes the approach phase to the client, then the declaration of the profession, and a contractual agreement or agreement on how long the intervention process will take. Reach out to your customers through conversations that lead to Researchers also listening to client complaints at school that math is too difficult to understand. Remember, the practitioner also explains the profession of social worker in assisting the client and finally concludes a contractual agreement that includes the duration of the intervention process. Or an assessment that includes a problem-solving phase by knowing the causes and possibilities that can be used to solve. During this phase, practitioners use ecomap tools to solve client problems. Interviews with clients by practitioners show that clients feel inferior because they don't understand mathematics. When the teacher asked her to solve a math problem in front of the class, she didn't know how to solve it. That's why she was so afraid to go to school.

Then the other phase is planning. During this phase, the strategy that will be used to solve customer problems must be determined. At this stage, practitioners motivate and encourage clients by providing information and support. It is intended to restore confidence and, In addition, the practitioner provides the client with the opportunity to participate in problem solving, allowing the client to solve the problem. The intervention process is then carried out. This phase involves the implementation of programs designed to generate change. In this phase, before conducting learning activities using Youtube media, researchers



have an initial conversation with the client about learning materials that the client finds very difficult. The practitioner then provides therapies to enable the client to participate in the learning program and build the client's trust that they will be competent in the school to monitor the client's activities and control. During this phase, the practitioner will work with the client to ensure that the client's expectations and goals are met. Then, after all the processes are completed, a stop will be carried out to end the treatment process as originally agreed.

Of course, I hope that this project can be used actively and sustainably when the children start school. In this case, practitioners will also follow up and help if they really need a place to share. We will be far behind. But if we can follow it according to its part, we will come out on top. Practitioners also encourage clients to share their knowledge with their friends.

CONCLUSION

The conclusion obtained is that there are obstacles to the implementation of learning in child welfare services between: Motivating children to participate in learning activities is still lacking. The child's self-confidence in social care facilities does not exist in his environment due to lack of personal responsibility. Researchers hope that the children's social system in Indonesia can immediately pay attention to the development of children's character through various facilities and infrastructure that need to be improved again can be protected. Therefore, in the design of interior decoration of children's social facilities, warmth, connectedness, togetherness, security, through the treatment of colors, shapes, as well as the selection of materials, to depict the character of the children in the orphanage creates an atmosphere of excitement and can also encourage them to work. A big thank you to Allah swt., for his blessings and gifts. Also this activity also received support from all parties involved including the Supervisor of the Children's Social Institution, the Manager of the Anaka Social Institution, the Younger Siblings of the Children's Social Institution, Parents, Colleagues, Relatives, Lecturers, and others.

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