

Foster Parents National Movement Services (An Analysis of the Needs of Tangerang Foster Children)



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ABSTRACT: The foster parents' national movement is a movement that aims to provide service assistance to foster children so that they can successfully participate in the 9-year compulsory basic education program. Measurements made are based on respondents' answers using nominal, ordinal and interval scales. The method used is descriptive explorative and explanatory method, the population of Tangerang residents aged 7-17 years. The sampling technique is purposive stratified random sampling. The data used is in the form of secondary data, namely parents, class wail and existing reports, primary data derived from direct interviews with children. Data collection techniques were carried out using documentation, structured interviews, structured surveys and observations.

The results showed that there was no visible relationship between family characteristics, which included age, gender and education level with the level of fulfillment of children's school needs, both between educated people and parents who were not educated at all, as well as between women and men. . For certain needs, children have the same needs with one another. for certain other needs children have different needs from one another for a period of one year. The level of family economic life is quite alarming, in general they work as casual laborers with very low incomes with a number of dependents between 4-6 people. Thus the existence of the National Movement for Foster Parents is necessary, but it has not been able to touch the problems of children and families, both in terms of type, quantity and priority of children's school needs. In a child's life, the family is the closest unit to the child and cannot be separated from one another.

KEYWORDS: Service, National Movement for Foster Parents, Family, Children

BACKGROUND

Long-term development carried out through the concept of Development has seen many results and progress achieved. We can see physical developments such as high-rise and magnificent buildings, smooth construction in all corners of the country, industries growing and developing everywhere, information systems that are so sophisticated, especially in telecommunications so that we can follow and witness the development of a world that is so fast. fast. Likewise, the development of facilities. Currently, doctors who are experts in their fields are no longer experiencing difficulties in carrying out their duties, with the help of medical facilities, they can detect early and accurately the condition and type of disease experienced by the sufferer, so that therapy can be given appropriately. Unfortunately, however, such progress has not been followed by social development. This is understandable because since Pelita I to Pelita III Indonesia's development trilogy has prioritized the development of a healthy and dynamic national stability and high economic growth (Ichimura Shinici, 1989). Indeed, we cannot deny that on the one hand, the efforts for equity that have been carried out during the last few lamps have seen much progress achieved, but on the other hand we can also see that the efforts for equity that have been formulated and set forth in national policies has not shown optimal results. Social inequality grows and develops everywhere. The difference between rich and poor is getting wider, the poor are getting more and more difficult to compete with existing developments. We can see the fact that there is a group of people who have monopolized business and control various large-scale business fields in the modern industrial sector from upstream to downstream. Of course, the benefits gained from monopolistic practices like this will be bigger and bigger. While most of the population lives in rural areas, living on very low incomes with non-permanent jobs, without working capital, some of them live in uninhabitable houses. Most of those who live in urban areas live in any place. According to data estimates in 1993 that the number of poor people in Indonesia (rural and urban) in the same year there were as many as 25.9 million. Related to these data, according to the results of the agricultural census conducted in 1993, it was found that the number of farmers who owned less than 0.5 ha of land were 11 million families (Kompas, April 6, 1995). They are still oriented towards meeting their daily needs, this can be seen from the results of data collection conducted by the BKKBN in 1995 which shows that the percentage of the illiterate population in Indonesia is still high, namely 16.27% in rural

Foster Parents National Movement Services (An Analysis of the Needs of Tangerang Foster Children)

areas and 6.28% in urban areas. BKKBN, 1995). The same condition is also seen in the level of education participation of elementary and junior high school children. According to data from the Central Bureau of Statistics in 1990, it was noted that the number of children aged 5 to 14 years was 44,705,199. Seeing this reality, efforts aimed at improving public education (especially elementary school-aged children and junior high school) still need to be encouraged and other alternatives are sought. In Tangerang, the comparison between the number of children aged between 7-15 years and the number of children who are currently attending education at the elementary and junior secondary levels, it can be seen that the high dropout rate or the high number of children who cannot continue or continue their education at the elementary and junior high school levels and continue at a higher level.

Family disharmony like this, however, will have a very big influence on the development and growth of the child, because they do not get love from their family or parents, they receive less attention and guidance, their daily needs are not met, their life is not regular. This condition causes them to drop out of school and it is not impossible that they will become naughty, steal to meet their daily needs, and so on. Not only will it cause him to drop out of school, but it will probably influence his friends to become naughty or drop out of school. With the issuance of Presidential Instruction No. 1 of 1994 concerning the Implementation of Compulsory Education for Nine Years of Basic Education, the number of foster children who are required to attend nine years of basic education is increasing because in this Presidential Instruction, Indonesian children who are still of school age are required to attend 9 years of basic education according to their age level. If they are unable to attend formal education as usual, they are advised to take part in an education program through the Package A and Package B pathways. Indeed, since the last two decades the government has been trying hard to improve public education.

Various efforts have been made such as through formal and informal channels. Through formal channels, this is done by increasing the number and capacity of school buildings, increasing the number and quality of teachers. Meanwhile, through informal channels, it is carried out through the provision of packages A and packages B and various other trainings. Apart from that, the government's efforts can also be seen from the declaration of the 6-year compulsory basic education program carried out by the President of the Republic of Indonesia in 1984 and the declaration of the 9-year compulsory basic education program in 1994. However, this government's efforts have not been able to answer and reach all The problems that exist in education are as shown in the figures above. Of course this is inseparable from various factors including Indonesia's geographical conditions. Seeing the condition and development of education and the efforts that have been made by the government so far, the government is beginning to realize that these educational problems are not solely the responsibility of the government, but the responsibility of between government, community and family. Communities and families need to be involved as much as possible to participate in tackling education. Based on the background of the problems above and on the agreement of the government and the community, the Foster Parents National Movement Institution (GN-OTA) was formed whose institutional inauguration was carried out by the Minister of Social Affairs of the Republic of Indonesia on August 22, 1996 through Decree No. 52/HUK/1996. The management of this institution consists of all elements of the community, while elements of the government are only as coaches. With the National Foster Parents Movement Institute, it is hoped that it can grow and increase public awareness to actively participate in the success of the 9-year Compulsory Basic Education program. Accordingly, a search was made regarding the relationship between family characteristics to fulfilling children's needs, prioritizing children's needs, forms of family relationships for children's success, family economic life and meeting children's needs, the existence of the National Foster Parent Movement (GN-OTA) service for family participation in the context of fulfillment child's needs.

LITERATURE REVIEW

Maslow identified human needs that must be met which at the same time is a priority order of needs fulfillment. Maslow divided these human needs into five categories. According to him, humans in their lives always strive to fulfill their physical needs such as food, clothing, shelter, which can ensure their survival. If this need has been met, then humans will try to meet the needs that are in the next order. Brill (1978) identified basic human needs that are general. Physical needs include the fulfillment of basic needs such as food, protection, clothing, opportunities for physical development and maintenance of health. Intellectual need is the need for ability development. Emotional needs are the needs for acceptance of others. Social needs are the needs to establish relationships and socialize with other people. While the need for spiritual development is the need to find meaning or meaning in life that can provide a purpose and direction in life that exceeds the experience of everyday life. Roughly speaking, it can be said that these needs include the needs for clothing, food, intellectual, protection, health, affection, , relationships with other people.

According to Dubois and Miley (1992) that problems, issues and needs result from the interaction between people and their social environment. Interaction with other people results in increased demands for fulfillment of needs. This is a logical thing if we look at humans. In the uniqueness of humans is reflected a potential (self-development) to be equal to others and even exceed other people. In the context of the child's needs related to the 9-year compulsory basic education program, it means a difference that occurs between the actual needs needed by the child and his failure (failure of his family) to meet his needs in order to participate in the program, the implication of this concept does not see the actual needs. has been met as a requirement. The need is only reflected in the difference between reality and desire.

Foster Parents National Movement Services (An Analysis of the Needs of Tangerang Foster Children)

The concept of this need is actually borrowed from biology which refers to the functioning of human life as a living organism. Adoption in the planning of human services is a consequence of the consensus values in humanitarian services. For this reason, he proposes a conceptualization of needs that can be used by planners and analysts in overcoming the notion that may confuse the definition of these needs, he distinguishes them into 4 categories, namely: a). normative needs. This refers to individual conditions that are based on standards that apply according to the living conditions of the local community or may be described by an experienced expert, b). Felt need. It refers to an individual's perceived need, which is equated with desire and is described in individual responses to several types of research results related to what needs they need or what services they want or like in a program. c). Expressed need. This relates to a perceived need that has been transformed into a form in which the individual can satisfy it and can fulfill it, d). Comparative need. This need refers to an important individual condition that is based on an average life level of conditions in which a group of individuals can be compared with others. This is equated with the sociological concepts of relative disappearance. The fulfillment of these children's needs normally and continuously will contribute or guarantee the success of the 9-year compulsory education program and the regeneration of the nation. Therefore, meeting the needs of these children is important. But to determine whether something is a need that needs to be fulfilled or not, it is necessary to do a needs analysis.

There are several techniques and methods that can be used to carry out a needs analysis on a matter. A method that is very traditional and widely used so far is the discussion method. This method is very valid, but has many weaknesses. In this method psychological pressures are very influential. Maybe someone who is very experienced in the group imposes his opinion so that other members can only follow it or maybe other members don't dare to express their opinions because other members are more senior, and so on. Society must be defined as a common location (community according to geography), as a common activity (according to occupation) and as a common belief and commitment (according to identification) (Edwards Ricard et. al, 1995: 563). Based on this, the service needs of the National Foster Parents Movement program can be analyzed by sub-district, village or sub-district area, according to demographics, occupations, and cultures. Meanwhile, according to Kirst-Ashman and Grafton (1993:138-139) there are five main methods in conducting needs analysis, namely a). The Key Informant, b). The community forums. c) The rates-under-treatment, d). The social indicators.

Then the needs analysis method was completed by Knapp (1984). The implication of this theory is that in the context of analyzing the needs of the National Movement for Foster Parents, we need to look at all aspects related to meeting the needs of the child. Seen from the context of systems theory,. Therefore, in providing social services to children, it is necessary to use a basic system approach to social work. According to Pincus and Minahan (1974: 53-62), in dealing with a problem in social work practice, social workers need to identify problems through a basic system approach to social work practice (basic system). The basic system theory of social work practice includes 4 things, namely The Change Agent System, The Client System, The Target System and The Action System. According to this theory that a social worker who works with a client or an institution or a problem, the social worker must determine who and what the role of each system is. Maybe he is an agent of change, or a system of activities or other systems. Accuracy in determining who and what each role is. The system is a measure of the success of problem solving, because in this case a coordination and completeness of problem handling will be created. But if the organization of this system is not in accordance with its role, then social workers may be faced with various obstacles and failure to handle.

Therefore, in the application of this system in providing services to foster children through the services of the Foster Parents National Movement, the family is a system that is very decisive and plays an important role which functions as The Target System (Target System) which must be involved. Ministry of Social Affairs RI, (1996). So, in order to achieve the success of the National Foster Parent Movement's service assistance in the context of the success of the 9-Year Compulsory Basic Education program, the family needs to be used as a target system, in the sense that the family needs to be used as a target for change and influence so that goals can be achieved. The family is used as the target of change to provide services to children. This is based on a theoretical consideration where at this age, children are still in the responsibility of the family in fulfilling all forms of their needs. The other side and the implications that we need to see from the strong relationship between children and families is that if an intervention is given to children (in this case the service assistance provided by GN-OTA) it is very important to see and understand the characteristics (economic ability, knowledge, background, etc.) of the child's family as a whole, so that the interventions or services provided are in accordance with the characteristics of family life and can be beneficial, but the assistance provided is not converted into other forms of meeting needs. In research terms, the role of the family is known as an interveing variable, which is a variable that also influences the relationship between two or more variables (Malo, Manasse, 1999). In this sense, so that we can understand the relationship between a variable and other variables, we must understand the intervening variable in question. Ignoring this variable will show an error between the two relationships and the decision taken will be invalid. Another system that needs to be involved in providing assistance to these children is the role of the educational institution, which in this case acts as a Change Agent System. This institution is expected to become a partner of social workers to make changes to the quality of education, both facilities and infrastructure and other aspects that can encourage or motivate children to learn.

The existence of the National Foster Parents Movement with all aspects of its implementation, is a policy and embodiment of the people centered development approach which sees the existence of a strength in the community that needs to be explored and

Foster Parents National Movement Services (An Analysis of the Needs of Tangerang Foster Children)

utilized for the benefit of the community itself. In the sense that the community needs to be invited to participate as much as possible in efforts to overcome these educational problems. And on the other hand, that this policy is expected to become a strategy, direction and framework in the implementation of subsequent activities so that the realization of a complete handling of Foster Parents down to the lowest level, namely the Village or Kelurahan level. However, even though the National Foster Parent Movement is a community-centered force, as a policy or program that involves and concerns the entire Indonesian community, it is necessary to analyze the needs for the assistance provided by the National Foster Parent Movement, so that the service assistance provided can answer the question. the needs of foster children in the context of the success of children participating in the 9-year Basic Education Compulsory Education program. This is based on a theoretical assumption as described above that human needs are different from one another. We realize that Indonesian society has heterogeneous cultural values

METHOD

Descriptive exploratory research method, which aims to reveal and describe factually and accurately the needs that should be met by children within one year to participate in the 9-Year Compulsory Basic Education program. The population of all Tangerang residents aged 7-17 years who are currently attending an equivalent elementary school and or junior high school and come from a poor family and have been registered as foster children either at the National Foster Parent Movement Center or at the City National Foster Parent Movement institution. Tangerang, which according to the results of the 1997 data collection was 2,631 people, with details of SD equaling 2,205 people and junior high school 426 people (Pemda Kodya Dati II Tangerang, 1997). Sources of data used secondary data include data obtained through the study of existing documentation within the Tangerang Regional Government and Central BPS, parents (parents) of children, homeroom teachers (teaching staff), Management of the National Movement for Foster Parents. Primary data, namely data obtained directly from respondents totaling 108 children and data from direct observations in the field. Data collection techniques are documentation studies, structured interviews, surveys and structured observations. To see the difference in the fulfillment of needs between children living in Batuaceper and children living in Ciledug and between boys and girls, statistical analysis was used through the Kolmogorov-Smlmov test (case of two independent samples).

DISCUSSION

The national movement for foster parents for the needs of Tangaarang City's foster children involves five things, namely: a). The relationship between family characteristics and the fulfillment of children's needs, b). Disparities and priorities of children's needs, c). Forms of family relationships that can support children's success in participating in the 9-Year Basic Education Compulsory Education Program, d). Family economic life and meeting the needs of children in the context of the success of the 9-Year Fair Program, e). The existence of services (stimulant assistance) of the National Movement for Foster Parents on family participation in meeting the needs of children, this can be described, it can be described based on the results of the study as follows:

Relationship between Parental Characteristics and Meeting Children's Needs.

The relationship between the characteristics of parents (age, gender and education) with the level of fulfillment of children's needs. Between the age of the parents, there is no relationship with the fulfillment of children's needs. This means that even though the age of the parents is young or the parents are old, there is no visible pattern of certain tendencies in meeting the needs of children, whether it is meeting the needs of school equipment, school clothes, books, or a sense of calmness in children's learning or attention. given by parents. Likewise for children's learning achievement in school, the age level of certain parents does not show a relationship with children's learning achievement in school. All are at the level of unreal decisions. Between the age of parents who are young and parents who are old shows the same pattern. This means that among the children there are children whose achievements are high, but the age of their parents is old or vice versa, they may be young. If we look at the age of the parents in both regions, it can be seen that in general they are 31-40 years old (42.5%) and 41-50 years old (29.2%). It can be said that from this age group, they belong to the productive age and the younger generation who have received many changes and information on progress, especially regarding education. On this basis, they should be more sensitive to the interests of school needs, such as school equipment, school clothes including attention and an atmosphere of calm learning for children at home for the progress of their children. They will understand better what into the needs of the child. The real hope is that parents with higher education will give their children better attention and peace of mind in learning compared to parents with less education. It can be seen from the results of hypothesis testing, all of them are in the unreal decision. The same applies to children's achievement in class. Parental education, especially elementary and junior high school education, does not guarantee children's better achievement in class. From the research, it was found that 53.6% and 36.8% of the parents' jobs in Batuaceper and Ciledug were freelance labourers. However, this kind of work will also affect the attention of parents towards their children, because they have to work only by relying on physical strength. They have to leave early in the morning and come home in the afternoon, so the time for children is limited and besides that their bodies are tired.

Disparity and priority of children's needs.

In general, and the results of the main hypothesis testing that was carried out, it is proven that there is no difference in meeting the needs of both male and female children and between children who live in Batuaceper and children who live in Ciledug. It can be seen

Foster Parents National Movement Services (An Analysis of the Needs of Tangerang Foster Children)

from the results of testing the fulfillment of the needs hypothesis between children living in Batucapeer and children living in Ciledug obtained $p = 0.4364$, while for the difference between boys and girls obtained $p = 0.5339$. Both results are in an unreal decision. However, in testing the sub-hypotheses, it can be seen that there are differences in fulfilling certain needs between one child and another.

Forms of family relationships that can support children's success in the context of participating in the 9-year Basic Education Compulsory Education Program.

The variables of calmness and a sense of security for learning provided by the family to children have a positive relationship with the child's success in school. It can be seen that the results of testing the relationship between calmness and a sense of security in learning with children's achievement in Cawu I obtained $p = 0.001$, which means that the conclusion is that the decision is very real. Likewise with the relationship with the achievements of Cawu II obtained $p = 0.010$, which means the results are in real decisions. These two results imply that parents who provide peace or a sense of security in learning for their children have achievements in school. The results of tests like this can describe the attitudes and actions of parents towards children who get achievements. At school, parents don't force them (children) to work after school but encourage them to study. Always remind or help children do school work or tell other people if parents don't understand. Do not scold or beat him if the child makes mistakes or mistakes related to school, for example books are lost, his clothes are dirty but gives advice. Do not scold or ridicule or ridicule, if a child gets bad grades at school but advises him to want to study again. When children ask for money for school needs, such as buying books, paying tuition fees and so on, parents respond or respond well without scolding them even if the parents don't have money. Parents always support and give permission for children to take part in extra-curricular activities as long as they are related to school activities and in educating their children on a daily basis parents use more ways of giving advice and rewards (prizes, praise). rather than giving punishment. Attitudes and actions of parents towards children who get achievements in school that parents (family) always provide or help provide (in the sense of starting from cooking or buying ready-made until the availability of food to eat) children's breakfast in the morning before the child goes to school. school. Provide or help provide children's needs and equipment before the child goes to school. Parents always establish familiarity with their children so that parents indirectly know the situation and problems of children such as their studies, friends, teachers and others. Parents always meet the routine needs of children without having to be asked by the child in advance, such as monthly tuition payments or other fees, books at the beginning of each cawu or semester. Parents always give praise or encouragement when children get achievements or good grades at school.

Family economic life and meeting the needs of children in the context of the success of the 9 Years Fair Program.

The relationship between the availability of facilities and housing conditions with the level of achievement of children in school obtained results respectively $p = 0.601$ for Cawu I and $p = 0.097$. Both results are in the unreal decision. This means that the facilities and conditions of the family house in Batucapeer and the family in Ciledug do not have a direct relationship with the children's achievement in class. There are children who have less learning facilities and facilities at home compared to other children, but their scores are better than children who have more adequate facilities and infrastructure. On the other hand, there are children who have more adequate facilities and facilities than those of other children, but their achievements are lower than children who have less facilities. The facilities and conditions of the house referred to here are the availability of facilities and facilities directly related to the learning process in the home which includes lighting facilities (lamps), tables, chairs and rooms that can be used for learning. The availability of more adequate learning facilities and facilities will indirectly affect children's achievement in school, because the availability of such suggestions and facilities will be able to encourage children's enthusiasm and motivation to learn and further improve children's achievement in class. But in this proof the opposite happens. Indeed, when viewed from the condition of the respondents' houses, most of them are unfit for habitation. The results showed that 37.5% and 23.2% of houses in Batucapeer and 31.6% and 17.5% of houses in Ciledug (which was the largest percentage) were between 16 - 30 M2 and 31-45 M2, respectively. They have an average family member of 4-6 people. You can imagine how they have to learn in these conditions. Even if they study using electric lights, have study tables and chairs, and study rooms or bedrooms that can be used for studying, the noise in the house remains uncontrollable. The atmosphere and conditions of the house are no longer conducive to learning in peace. Their learning concentration will be disrupted by their motivational hours and their enthusiasm for learning will be reduced. The influence of the availability of learning facilities and facilities cannot be seen, but the influence of the atmosphere and condition of the house becomes large. This process can be observed by researchers in the field which causes the absence of a relationship between the available learning facilities and the level of achievement of children in school. These results are very in sync with the results of the sub-hypothesis testing between calm/safety and attention received by children from parents (family) with children's achievement in school. Children who get peace in the learning process at home give more results to children's achievement in school compared to the availability of educational facilities and facilities at home but do not provide peace of mind for learning. To overcome this, as has been explained in the points above, it is appropriate that the National Movement for Foster Parents in addition to providing assistance packages must also provide counseling that can provide understanding to families to create a conducive atmosphere for learning for children, so that the child is not affected by noise things. Maybe all this process is not realized by the child and the

Foster Parents National Movement Services (An Analysis of the Needs of Tangerang Foster Children)

family and on the contrary the child feels happy with such an atmosphere and condition, because the child seems to be learning but is not actually learning.

The existence of services (stimulation assistance) of the Foster Parents National Movement for family participation in the context of meeting children's needs.

To maintain the continuity and continuation of their children's schooling, it is necessary to help from various parties who can lighten the burden on the family. When viewed from the level of conditions of economic life in general, the level of their economic life is still apprehensive. They are generally still oriented to meet today's food needs. Their work does not provide a guarantee for the future of their family and children, because most of them work as casual laborers, who only get a daily salary. If they get sick or something goes wrong so they can't work for a day or two then they don't get any money. In addition, their work is sometimes temporary, sometimes they work and sometimes they don't work depending on the conditions of the company. To overcome things like this and to cover the family kitchen, their main action is to borrow money from relatives, neighbors and superiors (bosses). The payment will be paid the next day after payday. With a life like this, it is not surprising that some of them eat only one meal a day apart from breakfast due to gripping economic difficulties. In fact, when viewed economically they cannot afford to send their children to school, it can be seen from the school equipment that their children have that is very minimal. Thus it can be said that the assistance package for the Foster Parents National Movement (GN-OTA) has not actually been able to touch the burden of problems in family economic life let alone to increase their participation in meeting the needs of other children. This assistance will be able to increase family participation in meeting the needs of other children's schools (which are not covered by GN-OTA service assistance) if GN-OTA services are supported by sector programs or other agencies and can economically change the orientation of fulfilling family meals to orientation of meeting the needs of children in the framework of the success of children following the compulsory 9-year basic education program

CONCLUSION

The relationship between family characteristics and the fulfillment of children's needs; economically, they are actually unable and unprepared to send their children to school, especially at the junior and senior high school levels. However, because of the demands of the times and the demands of the environment, they dared themselves even though their children had very minimal school equipment at school. And this can be seen from the school equipment owned by children, such as notebooks, textbooks (reading books), clothes with very simple conditions. Seeing this condition, they are very vulnerable to dropping out of school. Their vulnerability to dropping out is also reflected in the low school enrollment rate for elementary and junior high school children in general in Tangerang. The presence of assistance and services from the National Movement for Foster Parents with a family life style of Compulsory 9-Year Basic Education is a problem in itself. Disparity and Priority of Children's Needs; The priority needs show that the children who live in Batuaceper and the children who live in Ciledug are the school fees, the second is reading books and the third is school equipment. This is also very in sync with the results of statistical testing of the proposed sub-hypothesis regarding the priority of meeting the needs of children, that there is no difference in priority of needs between children living in Batuaceper and children living in Ciledug and also between boys and girls. The assistance package for the National Movement for Foster Parents prioritizes aid for school equipment and clothes, while the amount of school fee assistance provided is very minimal, this is a priority need. Family relationships and child success; Regarding the relationship between education and children's success in school, it is evident that a person's level of education does not have a relationship with children's success in school. Or in another sense a higher level of education (up to the junior high school level) does not guarantee a child's success in school. On the other hand, it is precisely the calm, secure feeling for learning and the serious attention given by parents to their children that have a positive correlation with children's success in school. Where the more peace / sense of security children are created to learn at home and the creation of a harmonious relationship between children and parents will increasingly make children more successful in class. It is evident from the results of research that among parents who provide peace/safety for learning and give serious attention to children in family life, their children's achievements are better than other children and vice versa. Economic life and meeting the needs of children; there is no relationship between housing conditions / atmosphere of children's achievement level in school. The results of this test are an acceptable fact or fact, because as explained above, the condition of the respondent's house is actually not suitable as a place to live, let alone to study. In addition to its small size, the available learning facilities are also minimal, there are quite a lot of family members on average 4-6 people per family. In addition, parents' attention is also very minimal to the child's education process. The service model for the national foster parents movement; the service assistance provided (packages of school equipment, school clothes and school fees) is very stimulant, unable to touch the real problems of children and families and has not been a priority for children's needs. In addition, children who live in Batuaceper with children who live in Ciledug as well as between boys and girls have different needs from one another. Likewise, the quantity of assistance also needs attention, where the comparison between the number of notebooks needed by children and the aid packages provided by the national movement for foster parents is still far different. Likewise, the amount of tuition fees that must be borne by parents every month has not been comparable to the amount of assistance provided by the national movement for foster parents.

Foster Parents National Movement Services (An Analysis of the Needs of Tangerang Foster Children)

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