



Isco Foundation Children's Educational Support Implementation Program In The Cipinang Region

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Abstract

Education is an important part that must be owned by many people in order to improve the standard of living. In an effort to overcome this problem, the ISCO Foundation's Children Educational Support (CES) program is present in several regions in Indonesia, namely Medan, Surabaya and Jakarta. This study aims to evaluate the implementation of ISCO foundation's Children Educational Support program in the Cipinang assisted area, East Jakarta. This study used a qualitative approach by conducting in-depth interviews and direct observations of the participants of the CES program. The research results show that the program implementation has been running in accordance with the ISCO Foundation Program theory. The ISCO Foundation plays an important role in improving education for children by providing support in education at school and outside school. The ISCO program helps poor children to attain education up to high school/vocational school level and some are even able to complete higher education. This research can be a basis for developing more effective policies and strategies in improving education in Jakarta and other regions in Indonesia.

Keywords: Education, poverty, social welfare with children, program evaluate

1. INTRODUCTION

Education is something that must be given to all humans for the progress of a nation. The Universal Declaration of Human Rights (UDHR) Article 26 paragraph 1 (one) confirms this, that education is a right for everyone, and must be provided free of charge by the state, especially for primary and secondary education. In Indonesia itself, the 1945 Constitution mandates in article 31 paragraph (2) of the 1945 Constitution that basic education is an obligation that must be followed by every citizen and the government is obliged to finance these activities. According to Law No. 20 of 2003 concerning the National Education System,

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Article 1 paragraph 1 (one), education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation, and state.

The government's hope through the free education program is to improve the quality of education and reduce the number of out-of-school children. Free schooling for parents can reduce the burden of their minds on the issue of education costs and there are no more children who cannot take exams just because they have not paid school fees. But the reality is that there are still children who have dropped out of school. This is proof that free education is not necessarily a guarantee that people will take advantage of the government program.

This situation has caused concern from a number of parties, including from several Non-Governmental Organizations (NGOs) engaged in education in Indonesia, one of which is the ISCO Foundation. ISCO Foundation is known to be currently the only NGO that provides assistance for urban poor children to be able to receive 12 years of basic education. ISCO Foundation is a Non-Governmental Organization (NGO) that provides assistance for urban poor children. This foundation has been established since 1999. The purpose of ISCO Foundation is to help poor urban children in obtaining education and maximizing their potential as caring, productive and responsible individuals.

Hendardi (2004) Child protection involves all actions aimed at ensuring children get protection and their rights, so that they can live, grow, develop, and participate optimally in accordance with human dignity. This responsibility becomes a shared obligation of parents (family), society, government, and state. The ISCO Foundation is present and provides educational services from an early age, namely from kindergarten to high school. with the hope that these children will later be able to continue their higher education and get good jobs so that they can improve their family lives.

Sumardi & Evers (1982) explained that basic needs are very important needs for human survival, consisting of individual needs or consumption (food, housing, clothing) and certain social service needs (drinking water, sanitation, transportation, health and education).

Lewis in the book *Urban Poverty* (Suparlan, 1995) reveals that poverty and its characteristics can be considered as a culture, or rather, as a sub-culture with its own structure and essence, namely as a way of life inherited from generation to generation through the family line.

Oscar Lewis (1988) said that poverty is passed down from generation to generation like a cycle that continues to rotate. Children from poor families will not continue poverty if



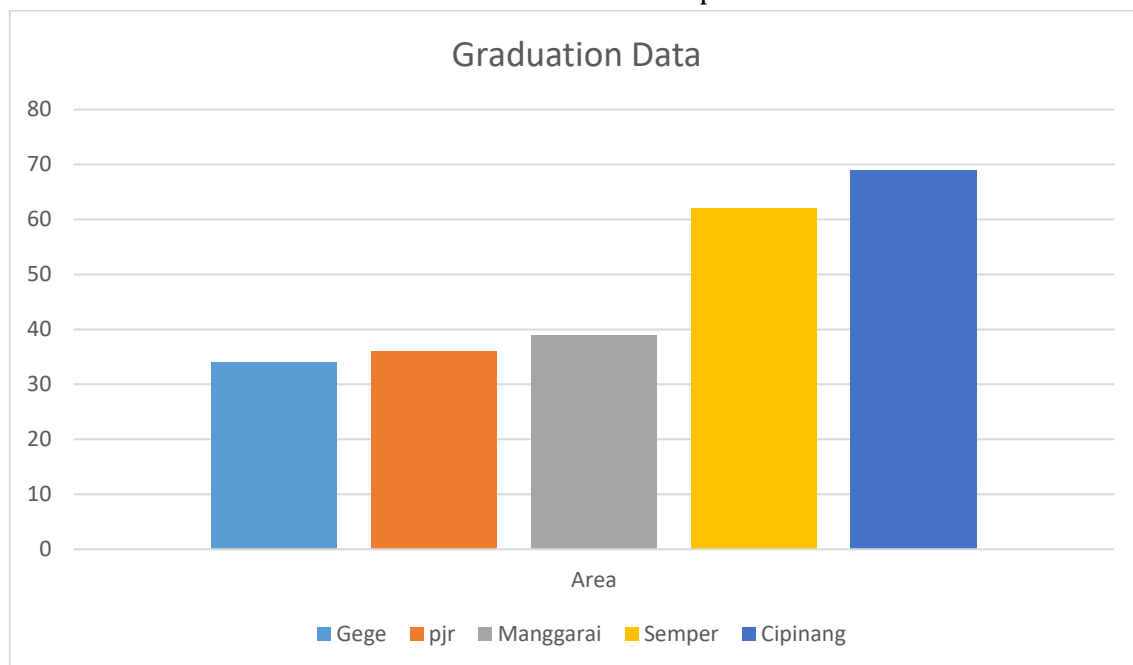


there is a cycle that is decided in this case is to generate interest in school so as to obtain higher education or receive educational/vocational training.

To solve these problems ISCO exists to provide equal opportunities for every child to obtain education, recognition and hope for their future. ISCO is a non-profit organization that focuses on helping poor children to get an education and maximize their potential. ISCO was established in 1999, and now ISCO has helped more than 2200 children in 28 regions. ISCO's approach is to provide educational support, learning workshops and activities, health, nutrition for children's growth and development and protection of children's rights. The hope is that ISCO can prevent these poor children from becoming street children and child laborers by providing them with better education.

Until 2023, the ISCO Foundation has provided assistance in terms of educational support for poor urban children as many as 38,488 children (ISCO, 2022). For more than 20 years, the ISCO Foundation has provided assistance for children to receive education from kindergarten to high school level.

Graduation Data Graph



Search: Report Annual ISCO Foundatiion Year 2022





From a number of areas supported by the ISCO Foundation, research will be focused in the Jakarta area, namely in the Cipinang area. This is because this assisted area is the first assisted area and produces the most children graduating from high school level. Data from the ISCO Foundation in 2022, there are 793 children assisted who have completed 12 years of education, 69 children come from the Cipinang area, which is 16% of children assisted by the ISCO Foundation in Jakarta, as in the attached graph In connection with this, it is important to conduct a study on how the implementation of the ISCO Foundation's Children Educational Support program helps urban poor children in the Cipinang area to obtain education and maximize their potential as caring, productive and responsible individuals.

2. LITERATURE REVIEW

Hendardi (2004) Child protection involves all actions aimed at ensuring children get protection and their rights, so that they can live, grow, develop, and participate optimally in accordance with human dignity. This responsibility becomes a shared obligation of parents (family), society, government, and state.

Suparlan (1995) said that the problem of poverty is as old as the age of humanity itself and its impact can stretch to various aspects of life. However, often people experiencing poverty are not aware of its existence as a significant problem. Awareness of poverty only arises when they compare their lives with others who have a higher social and economic level.

The culture of poverty, according to Lewis, is not only about economic paralysis, disorganization or resource scarcity, but in some ways is also positive because it provides a way out for the poor to overcome difficulties in life. The culture of poverty can be studied in many aspects: the relationship between subculture and society at large, the nature of society, the nature of culture, and the attitudes, values, and character structure of individuals.

- a. The lack of effective participation and integration of the poor into the main institutions of society, is one of the most important features of the culture of poverty.
- b. In discussing the culture and culture of poverty at the local community level, there can be found dilapidated houses, overcrowded
- c. At the family level, the main features of the culture of poverty are characterized by a short childhood and lack of parental care, rapid adulthood, cohabitation or conditional marriage, a high number of separations between mother and her children.
- d. At the individual level, the main characteristics are strong feelings of worthlessness, helplessness, dependence and inferiority

O'Loughlin et al., (2008) proposed several dimensions that will be assessed in doing children's social work, namely:





1. Child's health

These dimensions include growth and development, as well as the child's physical well-being and mental health, the impact of disability and genetic factors, adequate and nutritious food, immunizations, optics and dental care, and the condition of the child's past life experiences or traumas that may affect his or her physical health. The extent to which families directly access services and advice in relation to appropriate health care should also be considered. If the child is disabled or has a disorder in consideration of these conditions having a direct effect on the child's growth, development and physical or mental well-being is necessary. It is also important to ascertain whether there are any barriers that may limit the child or hinder their development.

2. Child's education

It covers all areas of a child's cognitive development starting at birth – focusing on the opportunities provided for children to play and interact with other children, having access to books and toys that can stimulate their reasoning. Educational and cognitive development must also take into account racism, whether or not children have the opportunity to realize their potential—without the limitations of negative stereotypes.

3. Child's emotional and behavioural development

This is by looking at the accuracy of the responses shown in the child's feelings and actions, which are initially for his parents, then develop to others outside the family. The assessment is based on how the child is loved and/or valued for who they are, if they listen, and if their personal behavior is respectful. It also relates to how the child is treated the same as other children appropriate for their age and development except for those who are different (physical or mental disabilities, etc.). If the child is seen as unable to give or not give their consent and refuses treatment/intervention – this needs to be acknowledged and addressed. It is important to assess whether the child can take reasonable risks in each situation

4. Child's identity

This will focus on the child's confidence as a valued person. The extent to which the child has the opportunity to learn/retain the family language, and if any Actions are needed to support the development of the child's identity relating to family life and society which includes the child's view of themselves and their abilities, self-esteem and self-image. Issues about ethnicity, culture, religion, gender, sexuality and disability all also contribute to this. It is very important to ascertain whether the child has a feeling of belonging and acceptance by their family, peer group and society at large.

5. Child's family and social relationships





It focuses on the development of a child's empathy and ability to put oneself in the feelings of others. This will determine whether the child's relationship with their parents or service providers, siblings, and friends is stable and affectionate for the child. Who are the important people in a child's life? What support is available to help families with their disabled child? Are there family members/adults who discriminate against children because of their parents? These are all important questions in this context.

6. Child's social presentation

It focuses on understanding a child's growth and development from the way in which appearances, behaviors and any disturbances are perceived by the outside world and the impressions created. This will include suitability of clothing appropriate for their age, gender, culture and religion, hygiene and health and availability of advice from parents or carers about presentation in different settings.

7. Child's self-care skills

This includes the practical, emotional and communication competencies children need to improve their independence. This will include their early skills in dressing and feeding themselves, participating in activities away from the family environment as children and using problem-solving approaches.

One of the basic rights of children is to get an education, because this concerns the cognitive development of children. Children must be able to have equality in obtaining opportunities to develop the potential that children have, gain more knowledge and eliminate the limitations that exist in preventing children from obtaining education.

Basically, children aged 6-17 years have 2 choices in allocating their time. The first chose to go to school and the second chose to work. Parents will choose from both options. For those with upper middle incomes, it will obviously choose the first option for their children, but those with lower incomes will be more likely to choose the second option. This is because the preferences of poor parents make them need additional income to support their household needs. If you choose the first option, then there will be tuition fees that must be incurred by parents

The level of education of parents and the chances of children to get a proper education are also low because the accessibility of schools with good facilities is very low. This makes parents tend to choose that their children are better off spending time on economic activities than on education.

Children from poor families will not continue poverty if there is a cycle that is decided in this case is to generate interest in school so as to obtain higher education or receive educational/vocational training. ISCO Foundation performs this role to generate children's interest in school and provide assistance for children.





Education is one of the keys to poverty reduction in the medium and long term. From this it can be seen how important education is, but not all humans can get an education. This is because one of the causes is economic. People whose economies are not able to get it are difficult to get an education. Especially the level of higher education, because to achieve this level of education requires a lot of money. However, until now there are still many poor people who have limited access to higher and quality education, this is because, among others, because of the high cost of education and poor people do not have the cost to get higher education because they prioritize the cost of food. More needs, more and more prices.

3. RESEARCH METHOD

Research, this is a type of evaluation research. Patton, M Q (1997) defines program evaluation as the systemic collection of information on activities, characteristics and results of a program to make judgments about the program, improve program effectiveness, and/or use it to make decisions. The evaluation here is an evaluation of the programs carried out at the ISCO Foundation. Evaluation of a program is very necessary to determine the benefits of the program for society. The program evaluation carried out is not only related to client satisfaction but also related to efforts to improve policies for the continuity of the program.

The evaluation in this research uses a formative evaluation designed to see how the program is implemented at the ISCO Foundation. Formative evaluation is designed to improve an object, especially when the object is running. The program at the ISCO Foundation has been running for 20 years and will continue to be implemented in the coming years. So it is hoped that the formative evaluation can provide input on what things need to be improved and improved by the ISCO Foundation.

Pietrzak, et al (1990), stated that program evaluation is a specific type of applied social science research. Like other research, this research follows standard research tasks or activities. This activity is presented in all types of evaluation, which consist of input, process and outcome. Pietrzak (1990), stated that the objectives of the evaluation are as follows:

1. If the evaluation is carried out well it will provide important information for decision makers. The results of this evaluation can identify program strengths and weaknesses that require correction.
2. Analyze the efficiency and effectiveness of a program
3. In the evaluation process, discussions can occur about ideas and theories about what an ideal program would be like.

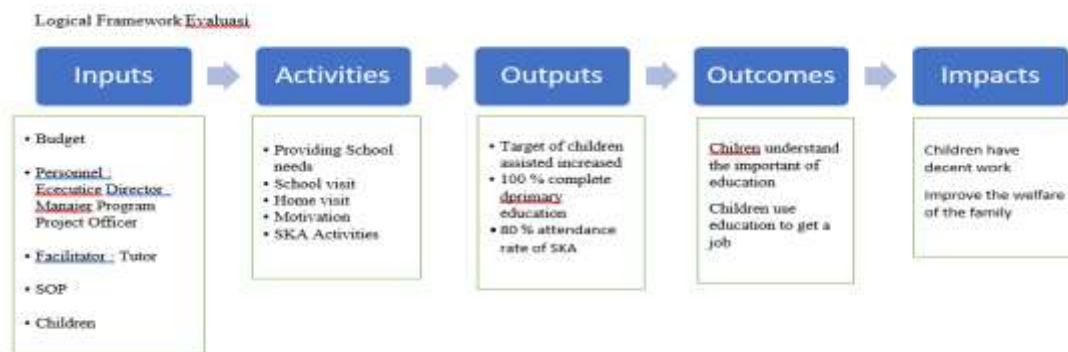
Program evaluation is carried out to determine the success of this CES program. Program evaluation can be carried out using a logic model based on the model introduced



by the World Bank (2014). This model aims to analyze programs that are currently running with the expected results and has the following elements:

- *Inputs*, namely all the resources used in carrying out activities at the ISCO Foundation including funds, staff, facilities, expert capabilities and equipment.
- *Activities*, namely what activities are carried out during the implementation of the waste bank program.
- *Outputs*, things that can be counted in this program, including the services or products produced, the number of people served, the number or time of services.
- *Outcomes*, The effect of changes or results resulting from activities or output from the program.
- *Impacts*, This point represents the broader and long-term impact of the program

Researchers will focus on input and activity aspects in the implementation of the ISCO Foundation's Children Educational Support. The aim of this research is to obtain information regarding the condition and situation of program implementers and program participants when the program started and was ongoing. Through this logic model, the evaluator will measure each related component. This research will identify the input that the ISCO Foundation has, such as financial support and tutors, program implementation and several others. Next, researchers will evaluate the activities carried out in implementing educational support. The expected result is that program participants complete 12 years of basic education and are even able to achieve higher education at college. By using this logic model, researchers will obtain in-depth information about the implementation of educational support programs implemented by the ISCO Foundation, including input factors, activities carried out. The following table displays a logic model that depicts an educational support program diagram





To gain a complete understanding of the role of ISCO Foundation in providing assistance for urban poor, this study uses a qualitative approach. The qualitative approach was chosen to obtain in-depth and accurate data adapted to existing conditions in the field (Neuman, 2014). This study aims to find a complete and in-depth picture based on facts and information about social capital on the success of joint business groups, so researchers use a type of descriptive research. Neuman (2014) explained that this descriptive research describes in specific detail of a situation, social background, and relationships between things in detail. Determination of informants is carried out by purposive sampling. In purposive sampling, a sample (in this case an informant) is selected based on the consideration that the informant can provide a comprehensive understanding of what is being researched (Rubin & Babbie, 2017).

The data collection methods used in this study are : Interview. Neuman (2014) stated that in-depth interviews are conducted by providing several questions that are adjusted to the interview guidelines that have been made before, so that there is a possibility that these questions can develop more broadly according to the needs and situations during the interview process, in other words run more flexibly. Interviews were conducted with 12 (twelve) informants consisting of program owners, program implementers and program participants. Documentation studies are conducted to obtain secondary data that can compile a framework of thought and data analysis. Study of documentation through printed documents that are not public such as organizational charts, report booklets, minutes of meetings, memos, internal and external correspondence and others (Bryman, 2012). Direct observation. Bryman (2012) suggests that the observation process requires researchers to make direct observations in the field with participatory techniques to understand the social conditions of the community. In this observation, it is expected that researchers can observe behavior and phenomena by giving space distance to the object under study either directly or indirectly.

4. RESULT

The Children Educational Support program is the main program of the ISCO Foundation to provide full assistance in education for urban poor children. Starting from kindergarten (TK) to high school (SMU), some cases to college. ISCO ensures that every child attends school every day, with support provided in the form of tuition fees, uniforms and printed books. Through Project Officers (PO), ISCO establishes good relationships with teachers where children attend school to find out the intellectual abilities and development of each child.





ISCO Foundation is fully aware that to achieve this goal, it is not enough just to provide formal education for assisted children. Children need reinforcement in the areas of self-development, life values, honesty, discipline, creativity and leadership. Therefore, ISCO established an activity center in each of its assisted areas. Sanggar Kegiatan Anak (SKA) began to be implemented at the beginning of the 2001-2002 school year in four ISCO assisted areas in Jakarta-Depok, namely in the areas of South Cipinang Besar (CBS), Manggarai (MGR), Kampung Gege, Kebon Jeruk and Kampung Lio, Depok.

The purpose of SKA is to help children by providing motivation, stimulation, inspiration, fun and an educational environment to learn and explore new things, have educational modules and use technology, so that children can improve the latest knowledge and technology, encourage children to learn and do school work guided by dedicated teachers, suppress children's free time who usually take to the streets so that they can effectively study in the SKA. ISCO assisted children can visit the SKA after school to take part in interesting activities that have been prepared by the tutors.

The CES program owned by the ISCO Foundation provides protection for children in accordance with Law No. 23 of 2002 concerning Child protection, that child protection is an activity to guarantee and protect children and their rights in order to live, grow, develop and participate optimally in accordance with dignity and dignity. HR, a parent of a CES program participant, said that: Since my son joined ISCO, he can go to school from kindergarten to high school, even though if he relies on us his parents, he may not necessarily be able to enter kindergarten. Although when I entered junior high school, people said it was a bit difficult, but because my child's grades were not bad, I had no difficulty getting my child into junior high school. But indeed the cost of buying uniforms, books, other stationery is assisted by ISCO brothers"

The program of providing scholarship assistance and school needs is part of CES, where this program is a form of empowerment that is very useful for the community, because in urban poor areas there are quite a lot of poor children who want to go to school but cannot afford to pay their school operational costs such as tuition fees for private schools, uniforms, books and other learning equipment. The purpose of the CES is to ensure that children can and should attend school every day, and support them in paying school fees, uniforms, printed books. It aims to give every child equal opportunity to develop into responsible and productive citizens.

Education in human life is an absolute need that must be fulfilled throughout his life. Without education it will be very impossible for the birth of a new civilization that develops, prospers, is happy, and advanced as what is aspired in their outlook on life, therefore





education becomes one of the factors that affect the progress of a society or country. The higher the desired goal or level of progress, the higher the level of education needed.

The implementers of the Children Educational Support program, both POs and tutors, through the activities carried out, have implemented five dimensions of activities in working with children, namely seeing children, observing children, involving children and communicating with children in school visits, home visits and also activities in SKA. This is the main thing in fulfilling children's cognitive education so that children, while participating in the ISCO program, have the opportunity to play and interact with other children through existing SKA, have access to books and toys that stimulate their reasoning. The SKA provides many games and books that can be used by program participants.

There are currently 4 (four) people implementing the Children Educational Support program in the Cipinang area, consisting of 1 (one) Project Officer (PO), 1 (one) Area Manager and 2 (two) tutors in two SKA . The results of the research show that there are 4 (four) personnel implementing the CES program in the Cipinang area, consisting of 1 (one) Area Manager, Project Office, and 2 (two) Tutors. There are 3 (three) program implementers in accordance with the program theory, have an educational background and have experience working with children at SDIT Bandung and also the Primagama and SSC tutoring institutions. EN tutors with and having abilities in their respective fields. One program implementer does not meet the educational criteria, but has considerable experience in implementing programs because he has been with the ISCO Foundation for more than 20 years.

The findings in the field related to facilities and infrastructure were that there was a house that was rented to be used as a SKA and had the ISCO logo installed as identity, equipped with computers/laptops, fans, tables, seating mats, whiteboards, bookshelves and books and also stationery.

Furthermore, the research is related to the process of running the ISCO Foundation program activities. Based on the results of interviews, program participants receive support in the form of form money, registration/building/infrastructure fees, re-registration fees, monthly tuition fees, uniforms (batik, sportswear, practice clothes) and attributes (hats, ties, badges/location marks) , Package books and worksheets, money for general tests, mid semester, money for photos, report cards, diplomas, money for activities/practicums and try out fees.

This school visit activity is carried out by the PO and brings an ID card/assignment letter. At the beginning of the school year, the PO is required to meet the principal/headmaster of curriculum to introduce himself. PO got to know the homeroom teacher and explained the ISCO programs. Within 1 school year, attendance must be signed





by the class teacher (form attached). PO visits the school every month and meets the class teacher to find out the child's progress in participating in learning activities at school. PO is dressed neatly and politely (wearing a shirt or collared t-shirt and wearing shoes).

Home visit activities are also in accordance with program theory, namely POs visit homes to exchange information and build relationships between program implementers and program participants. The information conveyed from program implementers is regarding children's attendance at schools and SKA and also regarding children's development both in schools and SKA.

Program implementers provide motivation for program participants in accordance with program theory, carried out by program implementers, in this case, PO, tutors or management brought in from the ISCO office. Providing motivation to program participants can be done in the SKA, at home, at school or in other places that support children to feel comfortable and can hear well the motivation given by program implementers.

The activity of providing transport is part of the support provided to children participating in the program whose school is located some distance from the child's home. Transport is given every time a child comes to the SKA, it can also be given weekly according to the agreement between the program participant and the program implementer because the child will take the money to the SKA. The amount of money given varies for each child depending on the distance they have to travel to school.

The existence of the SKA as a place to hold activities for children assisted by ISCO after or before they go to school. The SKA can be used as a means of learning, playing and being creative for ISCO children, as a place for socialization and understanding of the values that children need as provisions for living their lives, to reduce children playing or working on the street, and as a place for counseling and venting (confide in) ISCO child.

Apart from the activities mentioned above, Children Educational Support Program participants also receive other assistance in the form of:

1. Providing additional nutritional and health assistance

In this program, ISCO provides additional food and vitamins for the assisted children which are given every day in the SKA with a menu determined by ISCO. Apart from that, ISCO also checks the child's body condition and introduces parents to clean and healthy living habits in their respective homes.

2. Social protection and advocacy.

Child protection is an expansion of the program provided by ISCO which started in 2003, when there were children who were suspected of experiencing violence in the





family. ISCO provides assistance so that children get their rights through advocacy for parents, communities and children.

5. DISCUSSION

CES program from ISCO foundation to improve social welfare. Suharto (2010) said that the development of people's welfare includes development in the fields of health, education and housing. Education is one of the important aspects in improving social welfare.

Sumardi & Evers (1982) explained that basic needs are very important needs for human survival, consisting of individual needs or consumption (food, housing, clothing) and certain social service needs (drinking water, sanitation, transportation, health and education). Here it can be seen that education includes basic needs needed for human survival.

Zulkair (2001) proposed several strategies in coaching carried out in the context of child protection and welfare, namely the Developmental section, directed at efforts to develop children's potential, creativity, initiative and personal formation. "ISCO children are always directed to attend the SKA, with a predetermined schedule. In the SKA, the children participating in the program are guided by tutors who help children to develop their potential and creativity. In accordance with the modules in the SKA, namely: 12 main moral values and general knowledge materials summarized in the module, namely: Self-Reliability and Potential, Responsibility, Tolerance, Unity, Humility & Simplicity, Honesty, Peace, Respect and Respect, Cooperation, Freedom, Happiness **and** Love. This value is conveyed implicitly, meaning that it is reflected in the daily interactions of chaperones and other ISCO staff with children, both in classroom and outside activities. General knowledge materials for children, namely: Religion and ethics, Knowledge and environment, Numeracy and logic, Language, Social Arts and skills

According to O'Loughlin (2008) working with children identifies five dimensions that can be done in working with children directly to establish an assessment of children's knowledge understanding by seeing the child, observing them, engaging them, talking with them (communicating with them/child), doing activities with them.

The results of this research compare program theory with findings in the field. In the input aspect, the findings in the field are in accordance with program theory based on information obtained from informants, namely, participants received funding assistance from the ISCO Foundation but they did not know the nominal amount. The ISCO Foundation provides funding for all needs such as tuition fees, books, uniforms (batik and sports). This





also includes needs in the SKA such as additional food, tools and materials needed to study in the SKA.

The findings in the field related to assisted children are also in accordance with the program theory that assisted children are disadvantaged people in the area who are close to the ISCO SKA in the Cipinang area and are children assisted by the ISCO Foundation who have completed junior high school level education with support from the ISCO Foundation, not come from a family that already has 2 (two) children assisted by ISCO, not from a family whose children have dropped out of the ISCO program, the family cannot afford education, willing to take part in activities at the SKA.

This is in accordance with the Child Welfare Information Gateway Children's Bureau (2012) which writes that child welfare is a series of services designed to ensure that children are safe and that families have the support they need to care for their children. The ISCO Foundation as a child welfare institution has supported or coordinated services to prevent child abuse and neglect by providing access to educational services so that children can grow and develop well as well as providing support for the welfare of children living with relatives or foster families, including ensuring that their needs are met. their education is fulfilled.

6. CONCLUSION

Based on the research results, it was concluded that the Children Educational Support Program of the ISCO Foundation in the Cipinang area has been running well and is in accordance with program theory, this can be seen from the input aspect and activities aspect at the ISCO Foundation. Overall, the input aspects evaluated were considered quite good and in accordance with existing program provisions/theory, funding variables, personnel, work procedures and assisted children were in accordance with program theory, although there was 1 aspect of personnel, namely education from the PO Cipinang area, which was not according to the criteria, namely PGTK education.

For the implementation of the CES program in the activities aspect, several variables are analyzed, as follows: Provision of school needs is running well and in accordance with program theory. Program implementers always provide for children's needs in accordance with program theory. PO visits to schools and homes are also carried out in accordance with program theory. Activities to provide motivation for children and provide transport money are more often carried out in the SKA after the children have attended lessons in the SKA. Based on the research results, it was concluded that the ISCO Foundation's Children Educational Support Program for the Cipinang area had run according to program planning. This program was able to bring children from poor urban areas to continue attending school and achieve their dreams in obtaining higher education.





The Children Educational Support (CES) program is able to bring children from poor urban areas to continue attending school and achieve their dreams of obtaining higher education. This program facilitates the exchange of knowledge and skills between program participants and program implementers. At the ISCO Foundation, the exchange of knowledge and skills occurs through discussions, sharing ideas, and implementing modules in the SKA. The SKA allows program participants to learn from each other and develop their abilities together.

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