

SOCIAL PROTECTION IN THE FULFILLMENT OF CHILDREN'S RIGHTS AT THE MUHAMMADIYAH CHILD WELFARE INSTITUTION (LKSA TAMAN HARAPAN), BANDUNG CITY

Yuyun Yuningsih¹, R. Sumardani² & Nur Fadilah Amalia³

**^{1,2,3} Social Welfare Science Department, Universitas Pasundan
Bandung City, Indonesia**

¹*yuyun.yuningsih@unpas.ac.id*

²*sumardani@unpas.ac.id*

³*nurfadilah.amalia16@gmail.com*

Abstract

Children are God's creations who must be protected and whose rights must be guaranteed. The family is the primary party responsible for this, but in reality, the fulfillment of children's rights in Indonesia remains far from ideal. *Undang-Undang Nomor 35 Tahun 2014 tentang Perlindungan Anak* provides legal certainty for child protection in Indonesia. When parents or families cannot fulfill their responsibilities, the government is obliged to do so through child protection institutions. This study aims to analyze and describe the implementation of social protection in fulfilling children's rights at LKSA Taman Harapan Muhammadiyah, Bandung City. A qualitative research method was employed, with data collected through in-depth interviews, documentation, and direct observation. Informants were determined using purposive sampling, involving caregivers, administrators, and selected foster children who have lived in the institution for at least six months. The findings show that LKSA Muhammadiyah has implemented several social protection programs. First, physical and health services are provided through collaboration with the zakat and infaq services of RS Muhammadiyah, enabling all foster children to access free medical treatment. Second, mental and spiritual services promote balanced and positive personalities through Quran memorization, congregational prayers, tahajjud, and daily recitations. Third, educational services ensure free schooling from elementary to high school, with scholarships available for high-achieving students to attend university. Finally, skills training is provided based on children's interests and talents, including life skills, sewing, culinary arts, computer, and graphic design. In conclusion, LKSA Muhammadiyah Bandung City has effectively provided adequate social protection in fulfilling children's rights.

Keywords: *Social Protection, Children's Rights Needs, LKSA Taman Harapan Muhammadiyah*

1. Introduction

Children are God's creations with inherent dignity and human rights that must always be protected and fulfilled. The family is the primary institution responsible for this task, yet in reality, the fulfillment of children's rights in Indonesia is still far from ideal. Children are often perceived as the most vulnerable beings—physically, socially, and economically—making them highly susceptible to neglect, discrimination, and even violence from adults. This vulnerability is confirmed by data from the 2021 Child Rights Fulfillment Index (Indeks Pemenuhan Hak Anak/IPHA), which decreased to 58.34 compared to 65.65 in 2020. The significant decline in Cluster I (Civil Rights and Freedoms) and Cluster IV (Education, Leisure, and Cultural Activities) reflects systemic challenges in realizing children's rights in Indonesia. These conditions underscore the urgency of developing effective protection mechanisms that are not only legalistic but also practical and contextual.

Theoretically, the protection and fulfillment of children's rights are grounded in human rights principles that emphasize survival, protection, development, and participation rights (Ni'mah, 2016). Neglect of these rights can negatively affect children's physical growth, psychological well-being, and social adjustment (Barnett, Miller-Perrin, & Perrin, 2011). In addition, social protection theory emphasizes that policies and programs should guarantee access to basic needs, education, health, and security for vulnerable groups, including children (UNICEF, 2019). These conceptual foundations highlight that child protection is not merely an administrative responsibility but a multidimensional effort that intersects with education, health, psychology, and social welfare.

In the Indonesian context, the legal framework for child protection is established through Law No. 35 of 2014 on Child Protection and reinforced by international instruments such as the Convention on the Rights of the Child (CRC) adopted by the United Nations in 1989. While these frameworks provide strong normative guarantees, research and empirical evidence reveal gaps between legal commitments and practical implementation. For example, cases of neglect remain widespread, with reports from the Ministry of Social Affairs showing a significant increase in the number of neglected children, reaching more than 67,000 cases in 2020 (Amrullah, 2020). Furthermore, regional data also indicate high prevalence, such as in West Java Province where 22,122 infants were neglected in 2019, the highest nationwide (KemenPPPA, 2019). These conditions demonstrate that the presence of laws and conventions alone cannot ensure the full protection of children's rights without systematic efforts by both government and non-government institutions.

One of the alternative care institutions that play a crucial role in this effort is the Child Welfare Institution (LKSA). According to the National Standards for Child Care (Permensos No. 35 Tahun 2011), LKSAs are expected to provide comprehensive services that fulfill children's survival, protection, development, and participation rights. In practice, however, many LKSAs still face challenges in meeting these standards, both in terms of facilities and in the implementation of social services. In Bandung, there are 70 registered LKSAs (Bandung City Data Portal, 2021). LKSA Taman Harapan Muhammadiyah was selected as the research site because it is one of the oldest and most active child welfare institutions under Muhammadiyah's social services division (Pembinaan Kesejahteraan Umat/PKU), with a relatively large number of foster children and a wide range of programs covering education, health, and religious development. However, preliminary observations revealed several social protection issues, such as limited human resources to provide individualized guidance, uneven access to psychosocial services, and the need for better coordination with external partners to ensure sustainable child welfare programs. These challenges make LKSA Taman Harapan an appropriate and relevant case for examining how social protection is implemented in practice.

Therefore, this study aims to critically analyze the fulfillment of children's rights at LKSA Taman Harapan Muhammadiyah in Bandung. Unlike prior studies that mainly highlight the legal or policy framework, this research seeks to contribute by examining how childcare standards are implemented in practice and how they respond to the multidimensional needs of children. By situating the study within theoretical discussions on child rights, social protection, and institutional care, this research emphasizes the importance of bridging normative commitments with contextual realities. The findings are expected not only to enrich academic discourse on child protection but also to provide practical insights for policymakers and practitioners in improving the quality of services in LKSAs.

2. Method

The Concept of Child Welfare

This study is grounded in the theoretical framework of child protection and the fulfillment of children's rights in child welfare institutions (LKSA). Child protection is not limited to ensuring children's physical safety but also encompasses their rights to health, education, affection, and the development of their mental and spiritual capacities. Mallon (as cited in Astuti, 2014) emphasizes that child protection must be understood within the framework of *child well-being*, which highlights that the fulfillment of children's rights requires an environment of proper and holistic care. This perspective aligns with the National Standards of Care for Children (Standar Nasional Pengasuhan untuk Anak/SNPA) as stipulated in the Ministry of Social Affairs Regulation No. 30 of 2011.

Furthermore, theories of child welfare consistently underline three interrelated dimensions: (1) the fulfillment of children's basic needs, including adequate physical care and health services; (2) the fulfillment of the right to education as a foundation for personal and social development; and (3) the provision of emotional support and opportunities for mental and spiritual growth. These aspects serve as the benchmark for evaluating whether child care institutions provide services in accordance with national standards.

Within this framework, the present study seeks to critically examine the extent to which LKSA Taman Harapan Muhammadiyah Bandung has succeeded in fulfilling these rights. The literature on child welfare also highlights that the success of child protection programs is not solely determined by the availability of facilities but also by the quality of interaction between caregivers and children, the consistency of program implementation, and the integration of services that address children's holistic development. Therefore, by situating this research within established concepts of child protection and children's rights, the study aims to contribute to both academic discourse and practical efforts to improve the quality of child care services in Indonesia.

The Concept of Social Protection

Social protection can be defined as all forms of public policies and interventions implemented to respond to various risks, vulnerabilities, and hardships—whether physical, economic, or social—particularly experienced by those living in poverty (Suaharto:42). Social protection plays a crucial role in shaping adequate policies during times of crisis, as these programs ensure that everyone can effectively access healthcare services, guarantee job and income security for those affected by the crisis, and contribute to the prevention of poverty, unemployment, and informality. Moreover, they help maintain economic and social stability, foster peace, and serve as economic and social stabilizers (ILO, 2020).

The concept of social protection is divided into two dimensions in expanding social security: a set of basic social guarantees for all people (horizontal dimension) and the gradual implementation of higher standards (vertical dimension). This aligns with ILO Convention No. 102 of 1952 concerning Minimum Standards of Social Security. Social protection is not limited solely

to social assistance and social security. According to Barrientos and Shepherd (2003), social protection has traditionally been understood as a broader concept encompassing social security, social insurance, and social safety nets. Social protection can be defined as a set of public efforts aimed at addressing and overcoming vulnerability, risk, and extreme poverty (Conway, de Haan et al., 2000).

According to UU No. 11 Tahun 2009 pasal 14 ayat (1) tentang Kesejahteraan Sosial, social protection is defined as all efforts aimed at preventing and addressing the risks arising from social shocks and vulnerabilities experienced by individuals, families, groups, and/or communities, so that their survival can be ensured in accordance with their minimum basic needs. Several forms of social protection as referred to in pasal 14 ayat (1) are implemented through:

1) Social Assistance

Social assistance can be described as the provision of public facilities aimed at improving the well-being of individuals and groups, as well as helping those who are experiencing difficulties. According to Alfred J. Kahn (1973), social assistance includes services in the fields of health, education, and housing, as well as other programs such as schools, hospitals, orphanages, and so on. Furthermore, Alfred J. Kahn stated that the functions of social assistance include:

- a. Strengthening and improving the functioning of families and individuals in accordance with their respective roles.
- b. Establishing new institutions for the purposes of socialization, development, and assistance (previously carried out by the nuclear family).
- c. Enhancing institutional forms in efforts to create new activities considered important for children, families, and the general public.

The child welfare institution (*panti sosial asuhan anak*) serves as a substitute for the family function in carrying out its programs, specifically through the provision of social assistance to foster children in the form of physical and health services, mental and spiritual services, educational services, as well as guidance and skills training services.

2) Social Advocacy

Advocacy in social work is directed toward social goals, hence the term used is *social advocacy*. Social advocacy refers to activities aimed at assisting Individuals in Need of Social Welfare Services (*Pemerlu Pelayanan Kesejahteraan Sosial* or PPKS), or groups of PPKS, in accessing certain services when they are denied by an institution or service system, and helping to expand services to reach more people in need (Zastrow, 2000). The goal of social advocacy is to bring about changes in policies, programs, or the positions of governments, institutions, or organizations. More specifically, social advocacy aims to clarify what needs to be changed, who will make the change, how much change is expected, and when it will occur. Social advocacy involves helping Individuals in Need of Social Welfare Services (PPKS) or groups of PPKS to access certain services when they are denied by an institution or service system, and assisting in expanding services to reach more people in need. Generally, the time frame for achieving social advocacy goals ranges from 1 to 3 years (Suharto, 2009).

3) Legal Aid

Legal aid refers to legal services provided free of charge by legal aid providers to recipients of legal aid. The state is obligated to facilitate legal aid for those who are unable to afford it, in accordance with the mandate of consistency aimed at ensuring and fulfilling the right to legal protection for all citizens without exception—both adults and children.

The Concept of Protecting Children's Rights

Child protection can be defined as all efforts or processes aimed at ensuring protection for children, such as protection from violence and discrimination, so that children are continuously able to live, grow, develop, and participate actively in accordance with human dignity (Retnaningsih, 2021). According to Conyers (1992:45), well-being can be seen from the fulfillment of basic needs. The more a family's basic needs are met—including those of their children—the more prosperous the family is considered to be. The basic needs approach can be divided into three categories:

- 1) The availability of basic consumption items such as food, clothing, and shelter;
- 2) Access to essential services such as education, health, and clean water that must be equally accessible to everyone;
- 3) The right to participate in designing and implementing programs that influence personal development.

The family is the smallest unit of society, consisting of a father and/or mother and children. A child without parents is one whose biological father and mother are no longer present. A child in need is one whose needs spiritual, physical, and social cannot be properly met for certain reasons. Children's rights include: (a) The right to well-being, care, nurturing, and guidance based on love whether within the family or in special care settings—to grow and develop properly; (b) The right to services that develop their abilities and social life, in accordance with the culture and identity of the nation, in order to become good and useful citizens; (c) The right to care and protection both before and after birth; (d) The right to protection from environmental factors that may endanger or hinder proper growth and development. Children without parents have the right to receive care from the state, or from individuals or institutions. Children in need are entitled to assistance so they can grow and develop properly within a family environment. Children with behavioral problems must be provided with services and care aimed at helping them overcome the challenges they face during their growth and development (Noer Indriati et al., 2017).

The Concept of Social Work

According to the International Federation of Social Workers (IFSW), social work is a profession that promotes social change, solves problems in human relationships, empowers, and liberates people to enhance their well-being. It is based on theories of human behavior and social systems, and interventions are carried out at the points where individuals interact with their environments (Miftahul, 2009). Another definition of social work describes it as a professional activity aimed at helping individuals, groups, and communities to enhance or improve their capacity to function socially, with the goal of creating a conducive social environment for achieving desired objectives. As a professional activity, social work is founded on a body of knowledge, body of skills, and body of values. These three components are developed from various social sciences, including sociology, psychology, anthropology, philosophy, economics, and political science (Zastrow, 1999).

In summary, the concept of social work as articulated by international and academic perspectives provides a strong theoretical foundation for understanding the implementation of social protection and children's rights within institutional care settings such as LKSA Taman Harapan Muhammadiyah Bandung. Social work, with its multidimensional focus on empowerment, advocacy, and systemic change, becomes a crucial framework in analyzing how institutions fulfill their responsibilities toward vulnerable children. The integration of knowledge, skills, and values allows social workers to address the complex interaction between individual needs and broader environmental factors, thereby ensuring that interventions are both holistic and sustainable. Within the context of child care, this means not only meeting children's basic needs but also promoting their emotional, social, and developmental well-being through supportive relationships and participatory practices. Therefore, the principles of social work—particularly those related to human rights, social justice, and empowerment—are essential in evaluating how effectively social protection mechanisms operate in practice. By grounding this study in social work theory, the research gains a

deeper analytical lens to interpret how institutional care can serve as a transformative space that upholds children's dignity and strengthens their capacity to thrive within society.

Based on the theoretical perspectives above, the dimensions of child protection and welfare can be analyzed through several key aspects: (1) the provision of physical and health services as a foundation for children's basic well-being; (2) the strengthening of mental and spiritual services to ensure emotional stability and moral development; (3) the fulfillment of the right to education as a means of self-development; and (4) the provision of guidance and skills training as part of empowerment and social preparation for independent living.

Furthermore, the implementation of these aspects is influenced by supporting and inhibiting factors within the institutional and community environment. These theoretical dimensions serve as the analytical framework for the result and discussion section of this study.

Research Methodology

This research employed a qualitative approach, designed to capture an in-depth and comprehensive understanding of how social protection is implemented in the fulfillment of children's rights at LKSA Taman Harapan Muhammadiyah Bandung. The use of a qualitative design was deemed most appropriate for this study because it allows the researcher to explore and interpret the meanings, values, practices, and lived experiences that exist within the specific context of child care institutions. Unlike quantitative methods that focus on numerical data or generalizable findings, a qualitative approach provides the flexibility and depth necessary to uncover the complex realities and social dynamics that influence the implementation of social protection programs for children living in care facilities.

Through qualitative research, this study seeks to understand not only *what* practices are carried out, but also *how* and *why* they are conducted in such ways within the institution. It allows the researcher to interpret the subjective experiences of caregivers, social workers, administrators, and the children themselves, thereby producing a rich narrative that reflects the real-life context of the institution's operations. The choice of this method is based on the assumption that the reality of child welfare services cannot be fully captured through statistical measures alone. Instead, the everyday interactions, institutional culture, and individual perceptions of those involved provide crucial insights into the effectiveness and challenges of social protection mechanisms at the ground level.

In addition, the qualitative approach enables the researcher to engage directly with participants through techniques such as in-depth interviews, direct observation, and document analysis. These methods provide opportunities to explore the multi-dimensional aspects of child care and social protection, including emotional, psychological, and moral dimensions that often go unnoticed in quantitative assessments. The interaction between the researcher and participants helps to reveal the underlying meanings behind specific actions, policies, and institutional decisions, as well as how these are perceived and experienced by the children and staff at LKSA Taman Harapan Muhammadiyah Bandung.

The focus on contextual understanding is also a key reason for adopting this approach. Every child care institution operates within its own social, cultural, and organizational environment. Therefore, to understand how social protection is implemented in fulfilling children's rights, it is important to consider the contextual factors such as the institution's values, the role of the Muhammadiyah organization, community support, available resources, and government policy frameworks. A qualitative perspective allows these contextual nuances to be analyzed and understood holistically, offering a deeper interpretation of how child welfare principles are translated into practical actions. Ultimately, the qualitative approach in this study serves not only as a methodological choice but also as an ethical commitment to give voice to those who are often

unheard particularly children in care institutions. By listening to their stories and those of the people who work to protect them, this research aspires to contribute to a more inclusive, empathetic, and informed understanding of social protection practices. In doing so, it emphasizes that the success of child protection efforts lies not merely in policy compliance, but in the human experiences and relationships that shape the everyday realities of children's lives.

1) Research Method

This research employed a qualitative approach, designed to capture an in-depth understanding of how social protection is implemented in the fulfillment of children's rights at LKSA Taman Harapan Muhammadiyah Bandung. The use of a qualitative design was deemed most appropriate, as it allows the researcher to interpret meanings, practices, and lived experiences within the context of child care.

2) Data Sources

a. Primary Data were collected through in-depth interviews and direct observation. Informants were selected using a purposive sampling technique, based on their relevance and knowledge regarding the implementation of social protection within the institution. The informants consisted of two foster children currently residing at the institution and two caregivers responsible for providing daily services, including health, education, mentoring, and skills development. In addition, field observations were conducted to assess the physical environment of the institution and to gain insight into the children's daily routines and interactions.

b. Secondary Data were obtained from institutional documents, activity reports, relevant books, and scholarly literature on child protection and child rights. Data Analysis Technique

3) Data analysis

The collected data were analyzed using qualitative techniques, including data reduction, categorization, and thematic interpretation through coding. This process enabled the researcher to identify central themes regarding the fulfillment of children's rights, particularly the provision of health services, educational support, and mental-spiritual development.

4) Data Validity

To ensure the credibility of findings, this study applied several strategies: (1) source triangulation by comparing perspectives from foster children and caregivers; (2) methodological triangulation by combining interviews with observations; and (3) peer debriefing to minimize researcher bias and strengthen interpretative validity.

By employing this methodological framework, the study not only offers a conceptual discussion but also provides a contextualized and practical account of how child protection is implemented within the daily practices of LKSA Taman Harapan Muhammadiyah Bandung.

3. Result and Discussion

In general, protection is aimed at ensuring that care, maintenance, guidance, development, education, and services for those with special needs can be provided so that all essential needs of children are fully met and they can live in a safe environment. The orphanage or Child Social Welfare Institution (LKSA) Taman Harapan is a child welfare organization responsible for providing social services to neglected children by offering care and support, acting as a substitute for parents or guardians in fulfilling the physical, mental, and social needs of foster children. This enables the children to have broad, appropriate, and adequate opportunities for personal development in line with the expectations of being part of the next generation who will carry on the

nation's aspirations and actively contribute to national development. The first form of social protection consists of social assistance to foster children in the form of physical and health services, mental and spiritual services, educational services, as well as guidance and skills training. The criteria for selecting informants were based on observations at LKSA Taman Harapan Muhammadiyah, and several key informants considered capable of providing a comprehensive overview of the study include: the LKSA director, staff and caregivers, and the foster children.

Physical and Health Services

In general, protection is aimed at ensuring that care, maintenance, guidance, development, education, and services for those with special needs are effectively provided so that all of the child's essential needs are fully met, allowing them to live in a safe environment. The orphanage or Child Social Welfare Institution (LKSA) Taman Harapan is a child welfare organization responsible for providing social services to neglected children by offering care and support. It acts as a substitute for parents or guardians in fulfilling the physical, mental, and social needs of foster children, thereby giving them broad, appropriate, and adequate opportunities to develop their personalities as expected—as part of the nation's future generation and as individuals who will actively contribute to national development. The first form of social protection comes in the form of social assistance to foster children, including physical and health services, mental and spiritual services, educational services, and guidance and skills training. Based on an interview with Informant 1, the head of LKSA Taman Harapan Muhammadiyah, he explained:

"The basic social protection programs are already being implemented and felt by the children at the orphanage. However, the meals are quite simple, as they need to be adjusted according to the institution's financial capacity."

Meanwhile, Informant 2 (caregiver) added:

"We always try to ensure that the children's meals are nutritious and sufficient. When funds are limited, we sometimes receive additional food donations from local mosques or community members."

From the perspective of Informant 3 (foster child):

"We eat three times a day. Sometimes the food is simple, but we are grateful because the caregivers always make sure we are full. If one of us gets sick, we are taken to the Muhammadiyah Hospital."

Mental and Spiritual Services

The provision of mental and spiritual services at LKSA (Child Social Welfare Institution) Taman Harapan Muhammadiyah is essential in helping foster children develop balanced and positive personalities. The following are several aspects of the mental and spiritual services typically provided at LKSA Taman Harapan Muhammadiyah in Bandung City.

LKSA Taman Harapan offers mental and spiritual services aimed at strengthening the children's belief in religious values and helping them apply those values in their daily lives. Children at the LKSA generally come from complex backgrounds—such as losing their parents, abandonment, or other socio-economic challenges. They are particularly vulnerable to psychological disturbances and spiritual disorientation. Therefore, a mental-spiritual approach is crucial to support their holistic recovery—addressing emotional, cognitive, and spiritual dimensions.

Based on an interview with Informant 1, the head of the institution, he explained:

"Healthcare services for the children are provided through the Lazisma protection program (Zakat and Infaq) from Muhammadiyah Hospital. This service is a directive from the Muhammadiyah Foundation, but it can also be accessed through the nearest public health center (Puskesmas) by presenting the caregiver's Family Card (KK), especially when the

child has minor illnesses like a cough or cold. For more serious cases, they are usually taken directly to the Muhammadiyah Hospital."

The mental and spiritual services at LKSA Taman Harapan Muhammadiyah are highly important in helping foster children grow into well-rounded individuals. These services typically include:

"Spiritual activities with the community such as fasting together on Mondays and Thursdays, reciting the Qur'an, performing night prayers (tahajjud), memorization sessions, and congregational prayers. To support these activities, college students serve as mentors—they teach Qur'an reading, lead congregational prayers, and assist with Qur'an memorization."

Educational Services

Given the complex challenges surrounding education for neglected children, the provision of educational services for these children cannot be handled by a single institution alone. Addressing their educational needs requires collaboration among various parties, including the Department of Education, the Civil Registry Office, the Department of Social Affairs, and the community. In terms of access to education, neglected children are also entitled to receive the best possible educational services. The best educational services for these children are those that are appropriate, tailored to their circumstances, and capable of providing maximum benefit—specifically, by helping them develop their full potential in four key areas: intellectual, emotional, physical, and spiritual (Gunarso & Afifah, 2016). The educational services provided by LKSA Taman Harapan Muhammadiyah in Bandung City comply with the standards set by the National Education System. Due to the complexity of educational issues faced by neglected children, the implementation of educational services cannot be managed by a single agency alone. It requires the joint effort of the Department of Education, Civil Registry Office, Department of Social Affairs, and the wider community.

"Regarding the education of foster children at LKSA Taman Harapan Muhammadiyah, in addition to funding provided by the Muhammadiyah education foundation across Indonesia, the Bandung City Government also offers school seats for foster children in public schools. However, this is often hindered by the children's place of residence, as most of them come from outside the city, while public schools require a Family Card (KK) showing a Bandung address."

Foster children at LKSA Taman Harapan Muhammadiyah who are unable to attend public schools have been facilitated to attend Muhammadiyah schools in Bandung, from elementary to high school level, with the costs covered by the foundation.

Guidance and Skills Services

The Child Welfare Institution (LKSA) Taman Harapan Muhammadiyah, or orphanage, holds an important responsibility in providing protection, care, and development for foster children in need. One of the key services offered by LKSA is guidance and skills training. This service aims to support the children's growth and development so they can become independent, confident individuals who are prepared to face life in the future.

Based on an interview with Informant 1, it was explained that:

"LKSA Taman Harapan Muhammadiyah provides protection and development for the children here through various skill-based activities, both mandatory and optional, depending on the child's character. This means children are not forced to follow particular skill or talent programs unless it concerns Qur'an memorization, which is required."

Informant 2 (caregiver) stated:

"We have cooking and sewing classes every week. The boys also learn computer skills and gardening. These help them prepare for independence after leaving the institution"

Informant 3 (foster child) shared:

"I like the cooking sessions. I learned how to make simple food and cookies. I want to open a small business someday."

Here is the explanation of the guidance and skills services for children at LKSA:

- a. **Life Skills**
Teaching basic skills such as cooking, laundry, room organization, and basic financial management. These aim to foster children's independence in daily life.
- b. **Vocational Skills**
- c. **Job training** such as: sewing, culinary arts, carpentry, farming/gardening, basic information technology (computer, graphic design), and internship programs or partnerships with vocational training centers (BLK) and other training institutions.
- d. **Entrepreneurship**
Training in making simple products (food, handicrafts), equipping children with basic business and marketing knowledge, managing cooperatives or small business units within LKSA as a medium for practice. The objectives of this service are To boost the children's self-confidence and self-esteem, To equip them with useful skills for their future, To prepare them for independent living after leaving LKSA, To reduce dependency on the institution and open up economic opportunities
To achieve these goals, LKSA is encouraged to:
 - Partner with schools, vocational training centers (BLK), psychology institutions, universities, and the business sector
 - Involve volunteers or professional mentors
 - Integrate character education and spirituality into the approach

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- a. **Life Skills**
Teaching basic skills such as cooking, doing laundry, tidying up rooms, and managing simple finances. These skills help build children's independence in daily life.
- b. **Vocational Skills**
Job training in areas such as sewing, culinary arts, basic information technology (computers, graphic design), and internship programs or partnerships with vocational training centers (BLK) and other training institutions.
- c. **Entrepreneurship**
Training in making simple products (food, handicrafts), equipping children with basic

business and marketing knowledge, and managing cooperatives or small business units within the LKSA as a practical learning platform.

Supporting and Inhibiting Factors

One of the main supporting factors in fulfilling the rights and needs of the foster children at LKSA Taman Harapan Muhammadiyah is the existence of a strong network and good relationships between the institution and various external agencies. Close cooperation with relevant departments such as the Social Affairs Office, Education Office, and Health Office provides broad access to various forms of program support and resources.

These relationships enable LKSA Taman Harapan Muhammadiyah to bridge the gap in meeting children's rights. In addition, collaborations with vocational institutions such as workshops, computer training centers, printing, graphic design, and other similar foundations serve as an added strength for the institution. These institutions often provide direct assistance programs, training, or other supporting activities relevant to the needs of the foster children.

“The fulfillment of foster children’s rights at LKSA Taman Harapan Muhammadiyah, Alhamdulillah, is supported by funding from the internal Muhammadiyah Foundation as well as from regular and occasional donors. While under the care of the caregivers, the children’s essential needs have been met, including attention, parenting, and other basic necessities—even if only at a modest level. Moreover, all foster children participate in skill-building activities, funded by either internal or external parties of the orphanage.”

Muhammadiyah has thousands of schools, universities, hospitals, and orphanages. This serves as a major strength in spreading modern Islamic values and promoting the advancement of the Muslim community.

The main inhibiting factor in implementing the basic needs fulfillment program for foster children is the limited internal budget available to LKSA Taman Harapan Muhammadiyah:

- a. Funds for students’ pocket money cannot be provided, as it is not included in operational funding—children are only given meal allowances.
- b. Funds to enhance children's creativity in the arts had to be cut, such as discontinuing angklung lessons due to the inability to pay for an instructor.

4. Conclusion

Based on the research findings regarding Social Protection in the fulfillment of foster children's rights at LKSA Taman Harapan Muhammadiyah, Bandung City, it can be concluded that the implementation of child protection has been carried out through the provision of four main services: physical and health services, mental and spiritual services, educational services, and guidance and skills training services. Out of these four, three services have been able to adequately meet the basic needs of the foster children, particularly in the areas of physical well-being, education, and skills development. However, when assessed against the National Standards of Child Care (Standar Nasional Pengasuhan Anak, SNPA) for LKSAs, the implementation is not yet optimal. While the fulfillment of basic needs demonstrates a positive effort in line with the mandate of the Convention on the Rights of the Child (CRC, Articles 26–27), certain aspects—especially the provision of mental and spiritual services—remain relatively simple and underdeveloped. This indicates that child protection and the fulfillment of children’s rights at LKSA Taman Harapan still require improvements to fully align with both the CRC principles and the SNPA. Therefore, the conclusion highlights that although LKSA Taman Harapan has made significant progress in implementing child protection, continuous efforts

and improvements are necessary to ensure that all dimensions of child care meet the national standards for LKSAs and comprehensively uphold the rights of every child.

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