

SOCIAL IMPACTS OF DIGITAL DEVICES USED FOR FOSTER CHILDREN IN LEMBAGA PEMBINAAN KHUSUS ANAK KELAS 2 JAKARTA

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Abstract

Children have the right to education throughout their lives, regardless of their status. In this study, we will analyze the social benefits of using digital technology for foster children, and how the DKI Jakarta Special Development Institute for Children (LPKA) class 2 can meet these needs. Previous research that is used as a reference is research with the theme of the rights of children in conflict with the law and research with the theme of the digital skills gap for adolescents. The weakness in previous research is that there are no results that explore how the social benefits obtained by foster children from using digital technology and how LPKA can provide access to digital technology for them. This research uses a descriptive method complemented by qualitative data with purposive sampling. Interviews were conducted with eight selected foster children from the DKI Jakarta Special Development Institute for Children (LPKA) class 2. The findings of this study are the social benefits of using digital technology owned by LPKA Class 2 Jakarta foster children in the form of the ability to interact at a distance, the ability to deepen skills, and the ability to sort information. The conclusion of this study is that digital technology that can be accessed by prisoners can provide several sociological benefits and is used by them while undergoing a period of guidance.

Keywords: Social Benefits, Digital Devices, Fostered Children, LPKA Kelas 2 Jakarta.

INTRODUCTION

Children in conflict with the law (ABH) in Indonesia, according to the Juvenile Criminal Justice System Law No. 11/2012, are children aged 12 to 18 years who are in conflict with the law. They are divided into 3 types, namely: children in conflict with the law (in the sense of being perpetrators), children who are victims of criminal acts, and children who are witnesses to criminal acts. These three types of children are entitled to restorative justice, which is a process of resolving criminal cases that involves all parties in finding a fair solution by emphasizing restoration to the original state and not retaliation. The role of all parties involved, such as law enforcement officials, children, parents, and the community, is crucial in the problem-solving process (Zulinto, 2021). In addition, children are also entitled to diversion, which seeks a fair solution by emphasizing recovery back to the original state and not retaliation. Diversion is carried out to provide opportunities for criminal offenders to become good people again through informal channels, including community resources. Diversion aims to provide justice in juvenile criminal cases before they reach law enforcement officials. Justice is shown through an assessment of the circumstances and situations to obtain appropriate sanctions or actions (fair treatment) (Rasdi, 2016).

Children in conflict with the law (ABH) in Indonesia who do not get diversion and have received a decision, will then undergo a period of guidance. In accordance with the provisions of the Juvenile Criminal Justice System Law No. 11/2012, Article 1, Lembaga

Pembinaan Khusus Anak (LPKA) is a place where ABH serve their sentence with various rights and obligations that they must undergo. Their status also changes to "fostered children", in accordance with Corrections Law No. 22 of 2022.

One of the rights that must be possessed by the fostered children in LPKA is the right to education. Education for foster children in LPKA must be equal to children in general. They are entitled to the same formal, non-formal and informal education and skills as other children. And one of the skills needed by individuals and society at least until 2025 is digital skills (World Economic Forum, 2020). Digital skills are the type of skills created by the creation of the internet and digital education in society. Digital skills are defined as the knowledge, skills, attitudes, and abilities needed for use in various fields, such as performing a range of tasks using information and communication technologies and media, solving problems, communicating, creating content, sharing created content, and managing knowledge (Ferrari, 2012).

Research conducted on adolescents in Europe regarding the benefits of digital skills themselves suggests that digital skills and digital technologies can help with communication and learning more broadly; however, the downside is that they can lead to mental disorders and online threats. In addition, the research also suggests that adolescents with mental illness tend to have a lot of digital skills online, although not all of them are useful to them (Livingstone *et al.*, 2022).

Children in LPKA have different access to technology and digital devices from children in general. This difference is due to the regulations that govern children's daily activities. Children in LPKA do a lot of physical activities, but there are certain times when they can access digital devices. This can have an influence on the digital skills they have, as well as the benefits they can experience.

This study aims to analyze the social impacts perceived by foster children, as an implication of the use of digital devices in LPKA using Jenny Onyx's social impact guidelines.

LITERATURE REVIEW

Children in conflict with the law and in LPKA (referred to as foster children) are one of the marginalized groups in society. Previous studies on the provision of skills for foster children in LPKA are quite diverse, both related to hard-skills and soft-skills. The provision of skills has an impact on foster children, both physically, mentally and knowledgeably.

An understanding of the social impact is reviewed in depth by Jenny Onyx. In her study, Onyx describes social impact as a "*complexity, developmental process, one that is important for both the individual and the organization.*"¹

In full, there are 7 propositions that can be said to describe a social impact, namely: *First*, the creation of social impact is an ongoing process within a community. *Second*, social impact is not something that stands alone, but involves several different aspects or phases that are interrelated. *Third*, an important aspect of generating social impact is the

¹ Jenny Onyx, 2014.

development of social and civic values developed by members as a direct consequence of the organization's practices. *Fourth*, organizational practices enable the development of personal skills and knowledge as well as wider social networks. *Fifth*, organizational practices have direct consequences on the contribution an organization receives. *Sixth*, impact occurs both at the individual member level and at the organizational level. *Seventh*, when an organization is strongly embedded in the community, its social impact will continue to strengthen.

Digital devices themselves are described as something whose operation no longer requires much human power and utilizes more automation from computer systems and power electrification, either using a connector such as a cable, or without a connector. Digital devices are used in various aspects such as communication, education, and daily life, with various products that are familiar and have a multi-faceted impact on human life, such as cellphones, TVs, laptops, microwaves, and others.

In previous research, there have been no results that specifically describe access to digital devices for children in LPKA and explain how the use of digital devices has a social impact on them. This research tries to review how access to digital devices is provided by LPKA as an institution, and how the social impact felt by foster children from the use of digital devices.

METHOD

This research uses a descriptive design with qualitative data. Descriptive methods can describe ongoing problems in real time and can describe various phenomena and symptoms supporting problems that occur at the time of the research. With qualitative data in the form of words related to characteristics in the form of properties, and cannot be measured in size, it can help in describing how access is given to foster children, and what social impacts they can feel.

The data collection method was conducted with structured interviews to collect primary data. For supporting data, we used data from the literature on the topic of coaching and skill development of foster children and digital device technology. Structured interviews are used to see and analyze data from informants in real-time (Cresswell, 2007), and the questions used can save time and limit the substance of the interview so as not to widen too much (Rachmawati, 2007).

Interviews were conducted with guidance officers, as well as 8 foster children in the Special Development Institute for Children Class 2 Jakarta with different categories of latest education and cases. Interviews were conducted at 2 different times in early 2023. Data analysis techniques that are carried out after collecting data are by reducing data, presenting data, and then drawing conclusions (Miles & Huberman, 1994).

RESULTS AND DISCUSSION

Child development activities at the LPKA

LPKA Class 2 DKI Jakarta is an integrated development institution that houses children in conflict with the law, especially in the DKI Jakarta area. In terms of educational guidance, interviews have been conducted with Mr. Ainur as the head of the coaching section at LPKA Class 2 DKI Jakarta. He explained that the education carried out at LPKA has 3 categories. *First*, is formal education, which is assisted by PKBM Hasanah which is domiciled in South Jakarta. This formal education includes general school subjects, such as Mathematics, Language, History, and others. This formal education is scheduled every Monday - Thursday in the morning until noon. Furthermore, he also explained that this formal education is in accordance with standards by dividing children into learning packages A (elementary school equivalent), B (junior high school equivalent), and C (high school equivalent). Children who follow this system are children who have a sentence of more than one year, due to catching up with their previous schooling due to being in LPKA.

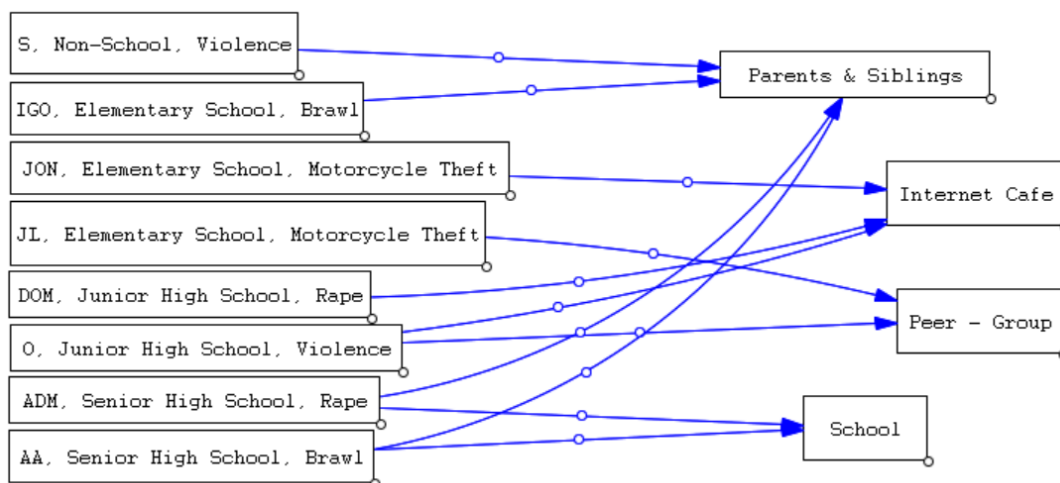
Secondly, there is non-formal education (or it can also be referred to as skills education) which is carried out with the assistance of 3rd party agencies, especially in terms of capacity building for foster children. And LPKA will first enter into a cooperation agreement with the 3rd party, among others, for the procurement of facilities and infrastructure needed for learning. In this context, LPKA prioritizes the schedule for non-formal education after formal education. In this educational context too, foster children are given the freedom to determine their own interests and talents. The types of non-formal education available at LPKA are as follows:

- Traditional dance training
- Music training (band)
- Bread making training
- Workshop training (initiated by AHASS Honda)
- Coffee making training (barista)
- T-shirt screen printing design training
- Computer training activities
- Psychosocial assistance and group guidance with youth and reproductive health issues
- Scout activities
- Recitation/spirituality activities
- Physical development/sports activities

Third, foster children also receive informal education from LPKA officers during individual counseling sessions, from their parents during visiting sessions (offline and online) and learning from their peers in LPKA. These three types of education synergize and form a circle of children's activities while in LPKA.

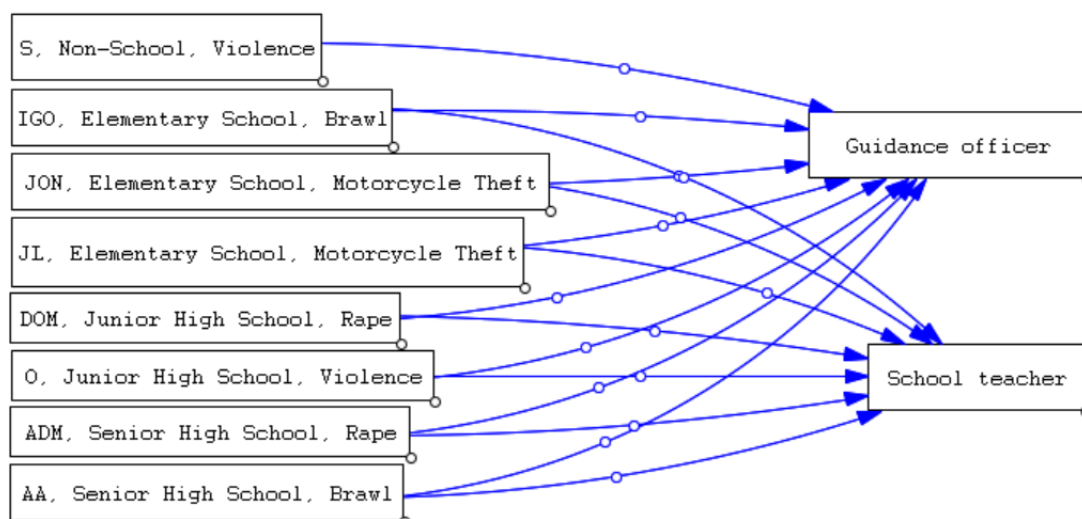
Access to digital technology in LPKA

The 8 juveniles interviewed said that they felt the difference in access to digital technology inside and outside LPKA. Outside LPKA, they said that they get access to the use of digital devices from their parents, internet cafes, peers, and lessons at school.



Picture 1: Children's access to digital devices before being in LPKA.

Meanwhile, during their stay at LPKA, foster children explained that they get access to digital devices from officers through coaching and training activities, online visiting activities (for children whose parents cannot visit directly to LPKA), or in their leisure time. As an extension of the officers, other parties who give them access to digital devices are trainers/coaches in computer training activities, coffee making training, bread making, and t-shirt design and screen printing.



Picture 2: Children's access to digital devices after being in LPKA.

From the first diagram, it can be analyzed that access to digital devices obtained by children has differences. There are several factors that distinguish this access, such as

economic conditions, educational background, and social environmental conditions. One of the children with the initials JON told us that he was in a family that had a mediocre economy. So he was not given enough access or knowledge on digital devices. He uses the money from his parents to go to the internet cafe with his friends. From there, he gained knowledge related to the use of digital devices, especially in the field of telecommunications.

In the second diagram, it can be concluded that after children are in the LPKA, they get equal access to the use of digital technology. They can use various tools in LPKA with permission and with the assistance of officers. In addition, they also have the freedom to choose the tools they use according to their talent interests. One example is ADM, one of the children who explained that he has a new interest in bread making. He got to know everything about bread making during his time at LPKA. He just found out that there is a special oven for baking bread. He also learned that bread can be made automatically with a certain machine, just by mixing the ingredients.

Social impact of using digital devices

An assessment of the social impact on children in care as a result of using digital devices can be seen in the table below:

Name (Initials)	Social Impacts	Feeling's Described
S	Getting Information, Entertainment used	Happy and interesting
IGO	Earning income, Entertainment used	<i>not described</i>
JL	Gaining knowledge, Relieve boredom	<i>not described</i>
JON	Gaining knowledge, Audio-Video Editing	<i>not described</i>
DOM	Getting Information, Emotional release	Happy and cheerful
O	Remote communication, Graphics design, Online food ordering	<i>not described</i>
ADM	Getting Information, Content creating, Online Shopping	Grateful
AA	Remote communication	<i>not described</i>

CLOSING

Conclusion

There are differences in access obtained by foster children, before and after being in LPKA. Where before being in LPKA, the access obtained by children experienced diversity, where background factors greatly determined access to digital devices and their social impact on children. And after the existence of coaching activities that require digital equipment, there is equal access for children.

While the social impact felt by fostered children varies, ranging from those who feel that digital devices can fulfill material needs such as knowledge and money, as well as emotional needs, such as entertainment, and fatigue relief. While some children described their feelings after gaining access and knowledge about digital devices, all of them felt happy and grateful for what they experienced.

Suggestions and Acknowledgments

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