

MOTIVATION OF FOSTER CHILDREN IN PARTICIPATING IN LEARNING AT LPKA KUTOARJO



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ABSTRACT

This study aims to analyze the motivation of foster children in participating in learning at LPKA Kutoarjo. The success of schooling is significantly impacted by students' motivation to study, particularly those who are receiving coaching. Data for this study was gathered through interviews using descriptive qualitative approaches. Foster children, LPKA officers, and PKBM "Tunas Mekar" tutors made up the research informants. The findings demonstrated that foster children's motivation is impacted by both external and internal elements, including the learning environment and tutor assistance, as well as internal factors like the desire to grow as individuals and create a better future. However, barriers like inadequate educational resources and a lack of family support have an impact on kids' motivation to learn. This study sheds light on the crucial role that educational coaching plays in LPKA and recommends enhancing

Keywords: Learning Motivation; Fostered children; Education Coaching



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INTRODUCTION

Education is crucial for raising people's productivity and quality of life while lowering crime rates. Because the government has not made education a priority, human capital development in Indonesia is still lacking (Doktor et al., 2013). In addition to helping people succeed and make wise decisions, education equips them with the knowledge they need to tackle global issues. Furthermore, education fosters moral ideals by assisting individuals in differentiating between good and wrong, which benefits both the individual and the community at large. Additionally, education is a key factor in promoting social and economic advancement. A society's contribution to innovation and sustainable development increases with its level of education. Education creates individuals who are critical thinkers and aware of global issues like social inequity, public health, and climate change in addition to qualified professionals. A society that is inclusive and tolerant is also produced by education, which also increases social cohesiveness and fosters a feeling of social responsibility. As a result, funding education is not only essential but also a key pillar for the country's future prosperity and equity.

Achieving educational objectives requires a combination of willingness, ability, and incentive. A person will find it difficult to learn from the process without this. According to Putri (2017), motivation serves as the primary force behind an individual's action to fulfill needs and accomplish specific objectives, both internally and externally. Self-actualization is reflected in motivation, which causes energy shifts and pushes an individual to behave in the best possible way. The same learning approach, however, is not always successful for everyone because every person has unique qualities. Therefore, in order to sustain learning motivation, learning methodologies must be customized to the content and the needs of the students. Inappropriate approaches have the danger of decreasing interest and impeding learning. Students are more likely to succeed if they are properly motivated.

As a legal state, Indonesia ensures that all of its inhabitants, including children, have equal rights and responsibilities under the law. Children are a gift with dignity as complete human beings, according to Juvenile Criminal Justice System (JCJS) Law No. 11/2012, and one of their essential rights is the right to an education. Children's development depends on education since it allows them to reach their full potential based on their interests and skills. In order for their children to learn new things, improve their future, and comprehend right and bad behavior, parents must fulfill their children's right to an education.

Building a quality and competitive generation also depends on granting youngsters the right to an education. Regardless of social, economic, or cultural background, inclusive and equitable education aims to eliminate discrimination and gives all students equal chances. Furthermore, early education molds children's emotions, social skills, and character in addition to their cognitive development. As a result, education equips kids to grow up to be responsible, productive adults. To create a developed and just country, the government, families, and communities must work together to guarantee that every Indonesian kid receives a respectable and high-quality education.

Children who are between 12 and 18 years old and are involved in violations of the law are called Children in Conflict with the Law (ABH), as stipulated in Article 1 point 3 of Law Number 11 of 2012 concerning the Child Criminal Justice System (UU SPPA). This law emphasizes the importance of optimal handling of ABH cases and the fulfillment of children's rights, because children are the next generation of the nation. If their rights are ignored, their future could be jeopardized. Article 28 B paragraph (2) of the 1945

Constitution of the Republic of Indonesia affirms that every child has the right to live, develop, and be protected from violence and discrimination. After completing the criminal process, children must be free from the stigma of being an ex-convict to ensure their best interests are met, so they can have a good future.

Furthermore, the function of law enforcement and judicial institutions is essential to guaranteeing an equitable and kid-friendly legal system. It is necessary to reinforce strategies that put rehabilitation and social reintegration first so that kids can resume their regular lives without fear or shame. To provide special education and advice for ABH, the government must also work with a variety of stakeholders, such as schools and non-governmental organizations (NGOs). This is consistent with "the best interests of the child" as highlighted in the Convention on the Rights of the Child, which Indonesia ratified by means of Presidential Decree No. 36 of 1990. In addition to guaranteeing that children's rights are upheld, this all-encompassing strategy helps keep kids from reverting to abuses.

One of the Corrections Technical Implementation Units (UPT) that specializes in student coaching is LPKA Kutoarjo. Despite their unique circumstances, this coaching program seeks to uphold children's educational rights and support their growth in self-assurance and optimism for the future. Students at LPKA Kutoarjo have a right to a high-quality formal education that can help them develop into self-reliant, imaginative adults. The registration phase and the introduction of the children's origins mark the beginning of education at LPKA Kutoarjo. The Indonesian Compulsory Education for Children program, which supports the country's 12-year compulsory education plan from primary to secondary education, has helped the institution achieve 100% non-formal education participation (Politeknik Ilmu Pemasarakatan, n.d.). LPKA Kutoarjo is dedicated to delivering high-quality instruction.

The low learning motivation of foster children is one of the challenges facing LPKA Kutoarjo's education program. The atmosphere and learning results are significantly impacted by this element. Family history and the effects of court proceedings have an impact on children's motivation, making them feel as though they have lost their future and making them reluctant to learn. Low motivation is also influenced by the absence of parental guidance and support as a result of parental separation. Youngsters who don't feel appreciated for their accomplishments often give up on challenging assignments quickly.

At LPKA Kutoarjo, academic underachievement and failure to succeed are significant issues. Students frequently overlook the potential that can be realized because they believe that following the rules is sufficient (Randi et al., 2016). Classrooms and other infrastructure amenities are still scarce and insufficient, which interferes with students' comfort and concentration and disrupts the learning process. According to Sutama (2000), selecting the appropriate teaching strategy based on the subject matter is essential to ensuring that students meet the required learning outcomes.

The learning program at LPKA Kutoarjo does not function as planned due to a number of challenges in upholding the foster children's educational rights. Children themselves are the source of these challenges, particularly their low motivation to study as a result of their parents' lack of encouragement and acknowledgment. Due to the time difference between studying and resting, this problem is also present in other LPKAs, such as LPKA Wonosari, where the right to education has not been fully realized. Foster children may not be receptive to the material, which could interfere with their learning. Furthermore, officers' absence from teaching and learning activities and the shortage of

substitute teachers impede the realization of the right to education, which frequently places a higher priority on quantity.

Although LPKA Tangerang has been fulfilling children's educational rights in line with SOP principles, there are still issues because of the school's inadequate infrastructure and amenities. In addition to the human resources (HR) component that needs to be taken into account throughout the teacher recruiting process, facilities and infrastructure are crucial to the success of education. Effective coaching requires teachers of high caliber. Furthermore, it is essential to have the best possible supervision because inadequate supervision might interfere with the process of monitoring and assessing foster children. Effective supervision aids in locating and resolving issues with educational implementation (Pengetahuan, 2020).

Three different forms of coaching are part of LPKA Kutoarjo's efforts to satisfy foster children's educational rights. The first is personality development, which tries to mold the child's psyche into that of a fully formed person who is responsible and socially conscious. Second, skills development, which includes activities in technology, agriculture, and animal husbandry, tries to improve children's abilities and potential so they are prepared to contribute to society following their sentence. The third is child education, which covers both formal and informal learning, including a package program to complete the nine-year mandatory curriculum. Along with spiritual practices like recitation, this development also engages outside parties to raise awareness of the country and state.

The following problem formulations are based on the background explanation: how LPKA works to encourage children's motivation to participate in learning, and what challenges children encounter during the process. Therefore, the goal of this study is to identify the challenges that arise in attempts to boost the learning motivation of fostered children at LPKA Kutoarjo as well as to comprehend the strategies used by tutors and correctional officials to do so.

LITERATURE REVIEW

Based on research by Ni'mah *et al.* (2022) it was found that students' interest and motivation in learning social studies at SDN Purwamekar were influenced by several factors. These factors include lack of enthusiasm for learning, differences in intelligence levels, parental involvement in education, and limited resources and peer support. This study emphasizes the importance of students' motivation and enthusiasm in the learning process, similar to the focus of other studies that also explore factors that influence children's participation and motivation in education.

According to Johar *et al.* (2022), LPKA Pekanbaru's implementation of the right to education for juvenile inmates has not gone as well as it could have. Foster children's lack of enthusiasm in learning, the absence of facilities and equipment, the low number of youngsters who meet administrative standards, and the Education Office's lack of focus are some of the challenges identified. This study's focus, which addresses the realization of children's educational rights and obstacles, is comparable to those of other studies in this field. The research site differs, though, as this study focuses on LPKA Class I Kutoarjo, whereas Johar *et al.* (2022) conducted their study at LPKA Pekanbaru.

According to research by Susanto (2022), there are still issues with the education service system, the availability of teachers, and the infrastructure in LPKA that affect the fulfillment of children's educational rights. Interviews, observations, questionnaires, and document analyses are some of the data collection methods used in this descriptive qualitative study. The emphasis on ensuring foster children's educational rights are met

and methods to enhance educational services to function at their best are what make this study similar to others. The scope of the two studies differs; Susanto's (2022) study addresses the realization of educational rights across LPKA Indonesia, whereas this study concentrates on LPKA Class I Kutoarjo.

According to research by Jonata and Butar-Butar (2022), LPKA Class II Bengkulu's educational implementation is proceeding smoothly despite a number of ongoing challenges. Inadequate facilities, a lack of supporting facilities, and a mismatch in officer expertise are among the challenges identified. This study examines the implementation of schooling for foster children using a case study design and a qualitative methodology. The discussion's emphasis on the realization of educational rights and coaching's goal of equipping kids with the necessary abilities to navigate life outside of LPKA are where the studies are comparable to one another. Each LPKA has unique facilities, capacities, and cultural backgrounds that impact the coaching process, which is where the differences lie in the research locus.

Ningsih, et al.,'s (2022) study focused on initiatives to boost the children's independence and motivation at LPKA Class I Blitar, East Java. The coaching materials are given in person by resource people who have legal expertise. The development of foster children's qualities—such as their piety, intelligence, behavior, abilities, professionalism, and physical and spiritual well-being—both during and after the legal procedure is the main goal of this study. Supporting children's healthy growth is the primary goal to prepare them for life beyond LPKA. The emphasis on children's motivation to engage in coaching, particularly independence coaching, is where this study is similar to others. The distinction is that this study addresses coaching generally, whereas the study

Motivation Theory

The word motive, which denotes the inner urge or strength to act, is the root of the word motivation. Both internal and external influences can affect motivation, which is crucial for motivating someone to reach their objectives or find fulfillment. Since there wouldn't be any learning activities without motivation, motivation plays a strategic role in the learning setting. The motivational principles must be used in day-to-day actions in order to be effective. Learning motivation works as fuel to motivate students to act and accomplish. However, as it takes time to internalize and implement motivation properly in life, particularly in schooling, excessive motivation can have detrimental effects.

Every human being has five levels of basic needs that are structured in a pyramid, according to Maslow (1943; 1970). Higher-level needs only become significant once basic needs are satisfied. Physiological needs (e.g., hunger and thirst), security needs (e.g., protection from danger), love and belonging needs (e.g., social relationships and acceptance), esteem needs (e.g., achievement and recognition), and self-actualization needs (e.g., self-fulfillment and potential fulfillment) are all included in the hierarchy of needs. The motivation of foster children at LPKA Kutoarjo to engage in coaching programs is investigated in this study, with a focus on the right to education through PKBM "Tunas Mekar." A sense of belonging and the need for security are two important motivators. Foster children are motivated by their need for security when they attempt.

Extrinsic motivation and intrinsic motivation are the two categories of motivation. Without the aid of outside stimuli, intrinsic motivation emerges from within the person. Someone who enjoys reading, for instance, will look for books on their own because they find it enjoyable. Achieving the objectives outlined in the activity itself is the main focus of this motivation. External cues, on the other hand, are what initiate extrinsic motivation. For instance, someone studies in order to receive acclaim and good marks. Although it is

not necessarily directly tied to the activity being performed, extrinsic motivation motivates someone to engage in an activity based on outside influences.

Furthermore, extrinsic and intrinsic drives frequently work in tandem. A student may develop a strong interest in a subject and start studying for curiosity and personal fulfillment (intrinsic motivation) in a learning setting, for instance, after initially studying for high marks (extrinsic motivation). Internalization of motivation is the process by which an individual's internal drive eventually incorporates external cues. To put it another way, extrinsic incentives can operate as a springboard for the development of intrinsic motivation, particularly when people are given the freedom and support to pursue their interests independently.

METHOD

Research design is a systematic choice that is necessary to do research effectively and methodically. The descriptive qualitative method, which gathers information through observation, documentation, and interviews, is employed in this study to characterize phenomena. LPKA Class I Kutoarjo, which is renowned for executing educational programs including pursuing packages A, B, and C, is where the research was carried out. The Deputy Minister of Law and Human Rights acknowledged the show. The Deputy Minister of Law and Human Rights recognized this program, demonstrating its effectiveness in promoting education for foster children.

Primary and secondary data are the two categories of data sources used in this study. Through observation and interview techniques, primary data was directly gathered from pertinent informants, such as four foster children, and the Head of the Education Sub. Education Section, and tutors from PKBM Tunas Mekar. In the meantime, secondary data was gathered from pertinent papers, journals, and documents that gave the study further background.

Techniques for gathering data included documentation, observation, and interviews. The experiences and viewpoints of informants were investigated through semi-structured interviews, while the activities of foster children in LPKA were directly seen through non-participant observation. Gathering information from a variety of sources, such as openly available documents and pertinent historical records, is the process of documentation. This study employed the triangulation technique, which entails examining and validating data from many sources to ensure the accuracy of the information.

To ensure consistency and accuracy of the results, the data was analyzed in four stages: data collection, where researchers recorded reflective and descriptive information; data reduction, which simplified and distilled the information into a more structured form; data presentation, which arranged the information in an understandable and informative manner; and conclusion drawing and verification, where preliminary conclusions were confirmed throughout the research process. These procedures enable the researcher to offer an in-depth comprehension of the problems brought up in the study.

RESULTS AND DISCUSSION

Characteristics of Informant 1

On April 1, 2024, Udi Fajar Kristiawan, SH, who is in charge of the Education and Skills Training Section at LPKA Class I Kutoarjo, conducted an interview. The purpose of the interview was to understand more about the juveniles' learning process as well as the elements that affect their development and motivation. Despite the regulations that must

be observed, Udi claims that the majority of the children who are detained have a great understanding of the value of education, which inspires them to learn. Children are encouraged by this internal drive to view education as the means of bringing about constructive change in their lives.

Udi added that the children's social interactions have changed significantly as a result of taking part in the classes. Their social skills and self-confidence were enhanced by interactions in the LPKA setting, which also taught children values like empathy and collaboration. Udi saw a remarkable change in the attitude and potential of the youngsters, as they began to demonstrate a high level of interest and excitement in learning, as well as the acquisition of previously undiscovered new talents.

Udi added that the goal of education at LPKA is to provide kids with the freedom to express themselves. Children are encouraged to actively participate and voice their thoughts through interactive and collaborative learning methodologies, which fosters innovation and creativity. They get the self-confidence and self-belief necessary to express themselves more freely as a result of this process. All things considered, education at LPKA fosters children's positive attitudes and future readiness in addition to improving their knowledge and abilities.

Characteristics of Informant 2

In an interview on April 5, 2024, Dr. Tradju Pangarsa Matheus, a 61-year-old teaching mentor, described how the pupils have benefited much from their education at LPKA Class I Kutoarjo. The children's attitude and potential saw a dramatic transformation throughout the learning program. Many kids attended at first just to finish their chores, but as time went on, they started to understand the value of education and had distinct objectives. The kids took their studies seriously and grew more excited about selecting their favorite subjects. Drs. Tradju stressed how crucial it is to have a secure and encouraging learning environment. The youngsters are given the chance to openly express themselves, take part in conversations, and ask questions without worrying about being judged during this process. This method does not

Additionally, Drs. Tradju clarified that LPKA education aims to cultivate critical life skills in addition to academic knowledge and proficiency. Children have the chance to express their thoughts and creativity when they work together on creative projects. The youngsters gain an understanding of the value of cooperation, empathy, and tolerance for differences through these activities. Drs. Tradju also emphasize the value of self-development in the educational process at LPKA, where kids are taught to value diversity and cultivate respect for one another. They feel encouraged and supported by the connections they make while studying, which boosts their self-esteem and motivation. According to Drs. Tradju, the educational experience at LPKA will enable the kids to realize their full potential by improving them as people and preparing them to handle obstacles in the future. All things considered, education at LPKA provides the kids with a solid basis on which to construct a better future.

Characteristics of Informant 3 (Child)

APN, an 18-year-old student at a vocational school, is currently serving a 4-year, 3-month sentence under paragraph (2) of Article 81. The third interview, which focused on his reasons for taking part in the package C learning program, took place in the LPKA Class I Kutoarjo Hall on April 5, 2024, at 08.59 WIB. APN stressed the value of education throughout the interview, particularly after realizing that a degree will be required to obtain employment in the future.

Although he also wants to pursue his education after graduation, APN joined the LPKA learning program because of the rule requiring all juvenile offenders to study. He benefits socially from the program by feeling more appreciated in the LPKA atmosphere and having a large number of friends. APN stated that he wanted to improve himself and take his studies more seriously when asked what drove him to reach greater objectives and successes. He also admitted that he felt more liberated to grow as a person and started to realize his potential as a result of learning. All things considered, APN has had the chance to grow and learn from his time at LPKA, which should help him have a better future.

Characteristics of Informant 4 (Child)

Under Article 81 Paragraph (1) on Child Protection, MRF, a 17-year-old foster child with a junior high school education, is currently serving a 5-year term. The fourth interview was held at the LPKA Class I Kutoarjo Hall on April 8, 2024, at 08.55 WIB, in order to gather data regarding MRF's motivation for learning, potential, and expectations for the future. MRF claimed in the interview that he enrolled in the package C learning program after realizing the value of education in advancing knowledge. He enrolled in the program out of a genuine desire to further his studies as well as because the rules demanded it. MRF believes that by learning more, he will be able to improve his social interactions and his communication skills. In terms of motivation, MRF wanted to be a better person and hoped to work after completing his sentence, so that his parents would not feel sad. He also revealed that the learning program helped him discover his potential, especially in the barbershop. MRF aspires to open a barbershop business after leaving LPKA and continue his education. Through this interview, it can be seen that MRF has a strong spirit and hope for his future.

Characteristics of Informant 5 (Child)

According to Article 81 paragraph (1) on Child Protection, MDS, a 19-year-old foster child who is now enrolled in grade 2 of a vocational high school, is serving a 6-year, 6-month term. On April 8, 2024, at 09.05 WIB, the fifth interview took place in the LPKA Class I Kutoarjo hall, where MDS is involved in the hunt for package C. He is regarded as one of the kids who does well in school and is very excited about studying. MDS stressed throughout the interview how crucial education is to achieving his objectives. He understands that education is essential to achieving his goals. Despite the fact that foster children are required by law to attend school, MDS said the primary.

MDS said that his connections with others have improved and his feeling of respect has grown as a result of his education at LPKA. He clarified that the learning program improved his ability to communicate constructively in order to overcome disagreements. MDS wants to keep striving to improve and avoid failing again in order to keep himself motivated. He disclosed that LPKA's educational program had assisted him in realizing his potential, particularly in the barbershop. MDS has greater freedom to experiment and grow as a person, including learning new talents that will help him in the future. MDS is highly motivated and enthusiastic about achieving his goals and making his parents proud.

Discussion

The coverage region is broad since LPKA Klas I Kutoarjo is the sole child special development institution in Central Java. Naturally, as one of the UPT Pemasyarakatan that handles foster care, it offers programs that can help foster children fulfill their responsibilities and rights as correctional foster children. Education is crucial to sustaining human life in the modern world. In order to achieve this, LPKA Kutoarjo fulfills its role as a Special Development Institution for Children by establishing rules and guidelines that foster children must abide by in order to receive an education. Because of the increased coordination of education at LPKA, non-formal education is no longer considered odd.

Every LPKA in Indonesia is working to raise the standard of foster children's informal education. The best coordinator in this implementation of the current foster kid education programs is LPKA Kutoarjo. Through PKBM Tunas Mekar, non-formal education programs such as pursuing Package A, Package B, and Package C are implemented at LPKA Klas I Kutoarjo to support child development. The non-formal education program at LPKA has been operating successfully, and there are already activities that help kids reach their full potential in both academic and extracurricular areas. Teachers serving as class teachers and current teaching mentors in each topic further encourage this.

In cooperation with external parties, specifically PKBM Tunas Mekar Aman, the Head of LPKA provides rules that govern the implementation of education for children in LPKA. The educational policy offered by PKBM Tunas Mekar Aman is an implementation program for education that is directed by a separate curriculum.

"We use the Merdeka process curriculum, independence is basically school, for the independent curriculum it is adjusted to the conditions of each field in LPKA. In the past, it was all the same from above." (TPM, LPKA Klas I Kutoarjo Teaching Mentor). (Results of interviews with TPM in April 2024).

According to the findings of the aforementioned interview, the goal is to alter children's character in order to encourage them to be more active and to behave and act in a positive manner. While maintaining successful learning outcomes for foster children, the autonomous curriculum also seeks to adapt to the field's current capability. Package A, Package B, and Package C are the three categories into which LPKA's educational initiatives are implemented. Package A represents the elementary school level of instruction, Package B represents the junior high school level, and Package C represents the high school level. Since this division is based on the educational background that the children have already received, they must continue their education by taking part in the LPKA education program after they have entered the school.

"During official learning, there are packages A and B. I work from 8am to 11am in my field, the first hour learning math, the second hour adjusting."

"On Wednesdays, package A is taught by the class teacher, so sometimes from 10 o'clock the math lesson in the next hour the teacher stays, the lesson changes. The only difference on Wednesdays is religion."

"There are several subjects for packages A, B, C in the data, you can ask for the data later, the subjects change. In front of Wisma, there are scouts and sports. On fasting days, it is a little less, but every day if not fasting, it is sports and scouts." (TPM, Teaching Mentor of LPKA Klas I Kutoarjo). (Results of an interview with TPM in April, 2024).

The first week of the June 2024 program implementation has not yet been carried out. The pursuit of package A, package B, and package C programs then took place from Monday through Saturday during the second week. Only packages B and C are pursued throughout the Thursday through Saturday sports implementation period. In the meantime, scouting operations are implemented Monday through Wednesday in order to pursue packages B and C. From the first week to the fifth, the program is implemented in the same way, except for the fourth week, when Monday scouts and package pursuit are not used.

Table 1
Schedule of Guided Child Development Activities of LPKA Klas I Kutoarjo

NO	KEGIATAN ANAK		HARI					
			SENIN	SELASA	RABU	KAMIS	JUMAT	SABTU
1	MINGGU KE 1	KEJAR PAKET						
		OLAHRAGA						
		PRAMUKA						
	MINGGU KE 2	KEJAR PAKET	A, B 2 3, C 2 3	A, B 1, C 1	A, B 2 3, C 2 3	A, B 1, C 1	A, B 2 3, C 2 3	A, B 1, C 1
		OLAHRAGA				B 2 3, C 2 3	B 1, C 1	B 2 3, C 2 3
		PRAMUKA	B 1, C 1	B 2 3, C 2 3	B 1, C 1			
	MINGGU KE 3	KEJAR PAKET	A, B 1, C 1	A, B 2 3, C 2 3	A, B 1, C 1	A, B 2 3, C 2 3	A, B 1, C 1	B 2 3, C 2 3
		OLAHRAGA				B 1, C 1	B 2 3, C 2 3	B 1, C 1
		PRAMUKA	B 2 3, C 2 3	B 1, C 1	B 2 3, C 2 3			
	MINGGU KE 4	KEJAR PAKET		A, B 1, C 1	A, B 2 3, C 2 3	A, B 1, C 1	A, B 2 3, C 2 3	A, B 1, C 1
		OLAHRAGA				B 2 3, C 2 3	B 1, C 1	B 2 3, C 2 3
		PRAMUKA		B 2 3, C 2 3	B 1, C 1			
	MINGGU KE 5	KEJAR PAKET	A, B 1, C 1	A, B 2 3, C 2 3	A, B 1, C 1	A, B 2 3, C 2 3	A, B 1, C 1	A, B 2 3, C 2 3
		OLAHRAGA				B 1, C 1	B 2 3, C 2 3	B 1, C 1
		PRAMUKA	B 2 3, C 2 3	B 1, C 1	B 2 3, C 2 3			
	2 SENAM KESEKARAN JASMANI							SEMUA ANAK
	3 PENGAJIAN KEMENAG			SEMUA ANAK	SEMUA ANAK	SEMUA ANAK		
	4 TPQ (BELAJAR MEMBACA AL QURAN)		A, C 2, C 3		B 1	B 2, B 3	C 1, ANAK LULUS SMA Sederajat	
	5 KARAWITAN		TEAM SENIN		TEAM RABU			
	6 HADROH			TEAM HADROH				
	7 MUSIK BAND					TEAM BAND		

Source: Primary data LPKA Klas I Kutoarjo, 2024

According to the aforementioned schedule, all children participate in a physical fitness program on Saturdays in addition to the sports, scout, and package pursuit program activities. Every foster child participates in the Ministry of Religious Affairs' recitation program from Tuesday through Thursday. After TPQ, which teaches how to read the Quran, foster children who have completed their high school equivalent are placed in pursuit packages A and C on Mondays, B on Wednesdays and Thursdays, and on Fridays. There is an art curriculum that includes band music, hadroh, and karawitan in addition to the learning program. Where the Karawitan implementation is split for Monday.

In order to conduct education and skills programs at LPKA Kutoarjo, the mechanism is divided into three clusters. For example, only groups 2 and 3 are planned to attend courses on Monday for package B, while group 1 is scheduled to attend classes

on Tuesday. This also holds true for the pursuit of package C, which is likewise done by splitting it up into three clusters based on the groups that are currently in place. With the exception of athletics, skills, scouting, computers, recitation, and cultural arts, which have dedicated teachers for content and instruction, the majority of the learning hours in package A's learning schedule, which runs from 8:00 to 14.30 WIB, are controlled by the class teacher. Next, the implementation

All students at LPKA Kutoarjo are required to adhere to the scheduled learning in order for those who had not finished their education at the time of enrollment to be able to retake it. This is carried out because education is crucial for preserving human life, particularly for the next generation, who are crucial to the country's long-term viability. Without education, a large number of young people would undoubtedly be headed in the wrong direction and ultimately contribute to a high rate of juvenile criminality. In this manner, officers at LPKA Kutoarjo have a great chance that when kids leave LPKA, they will continue to grow and make the most of their ability so they won't do the same things they did before.

If all of the components involved are able to perform their individual tasks and functions effectively, the education program's implementation can be considered successful. However, based on the interview process and data collection conducted at LPKA Kutoarjo, it is necessary to have the foster children's willingness and ability for the learning process to be well received by them and produce results that align with the intended objectives. Motivating the foster children from within as well as from the outside is essential to doing this during the learning process.

Based on this, the motivation of foster children to participate in learning can be influenced by the following things:

a) Physiological needs

The most fundamental demands that humans have to survive are physiological needs. In this instance, we are aware that people require clothing, food, water, shelter, and sleep. Naturally, there must be a process and effort to do this. Your own potential and skills are the fundamental requirements if you wish to realize this. Therefore, information acquired through education is required to discover this potential, and education is acquired through learning.

"Yes, but my target is to get achievements. Yes, from elementary school to junior high school, the average is good." (MDS, Prisoner of LPKA Klas I Kutoarjo). (Results of interviews with MDS in April, 2024).

It will be challenging to participate in learning if there is no intrinsic motivation. A person can pursue higher-level needs like the need for security, affection, self-esteem, and self-actualization once their physiological needs have been satisfied.

"I am interested in this learning because the activities are fun mom." (MRF, Prisoner of LPKA Klas I Kutoarjo). (Results of interviews with MRF in April, 2024).

According to this assertion, foster children participate in learning at LPKA because they require an activity that will relieve their boredom there, in addition to the self-motivated learning they receive. So he gladly followed it.

b) Safety Seed

The demand for security is met by providing not only physical security but also psychological security through fair and compassionate treatment. A sense of security emerges in the social ties between foster children and officers or between foster

children and other foster children when they participate in learning at LPKA in the proper setting. Foster children naturally need and require positive connections and healthy social relationships while receiving guidance at LPKA in order to support their psychological well-being.

"Yes, because it is obligatory here, ma'am, to participate in learning, so just follow it rather than getting a reprimand." (APN, Prisoner of LPKA Klas I Kutoarjo). (Results of interviews with APN in April 2024).

In order to avoid punishment and social sanctions in the LPKA atmosphere, they have complied with the education program in this organization, which has turned into a rule and obligation for them.

c) Belongingness and Love Needs

A healthy social interaction, a sense of connection to others, and a sense of worth in one's social surroundings are all components of the need for affection and belonging.

"If you participate in the lessons, you will definitely have friends and you won't be called lazy by other friends." (APN, Prisoner of LPKA Klas I Kutoarjo). (Results of interviews with APN in April 2024).

When this need is linked to the reason foster children are motivated to learn at LPKA, it is because they will gain knowledge that will enable them to assimilate into their surroundings and feel valued in their social setting.

"Yes, but my target is to get achievements. Yes, from elementary school to junior high school, the average is good." (MDS, Assisted Child of LPKA Klas I Kutoarjo). (Results of interviews with MDS in April 2024).

They will undoubtedly be more valued; for instance, their friends will congratulate them and be in awe of them if they are exceptional in a certain field. If he is able to teach other foster children a particular ability, for instance, he may be invited to teach others as well. The teaching mentor or officer will then undoubtedly express gratitude for that accomplishment.

d) Esteem Needs

This requirement serves as an example that as self-esteem is one of the traits of humans, everyone requires other people to acknowledge their existence and position.

"Sometimes if we don't know what our friends are talking about, we are considered not to understand, Ma'am, so if we understand, we will definitely be considered more when we join in the conversation." (APN, Child Fostered by LPKA Class I Kutoarjo). (Results of an interview with APN in April, 2024).

Self-esteem, which encompasses self-confidence, positive self-esteem, and acknowledgment of one's skills, is the primary component of this need. The need for strength and trust is one of these needs. Foster children are motivated to participate in learning at LPKA because, if they are able, they want to be recognized. In order to feel more confidence, they will attempt to adapt to the educational program at LPKA. If they can follow it perfectly, friends, mentors, or officers will undoubtedly believe they can.

e) Self Actualization Needs

Maslow's hierarchy of requirements places the need for self-actualization at the top, which is satisfied when a person aspires to be the best version of themselves. After completing their sentences, foster children in LPKA are highly motivated to demonstrate positive life changes. One of the foster kids, MDS, stated that he wanted to improve after leaving LPKA and not let his family down. According to an interview with Drs. Tradju Pangarsa Matheus, the teaching mentor, foster children in LPKA showed notable growth in their potential and attitudes. Teachers strive to develop more engaging teaching strategies, such as using videos, despite obstacles in the program's implementation, such as inadequate infrastructure and facilities and repetitive material delivery. This attempts to keep kids from getting bored and enhance their comprehension of the lessons being taught.

Children must be divided into small groups in order to engage in learning because of the classroom's restricted capacity. In order for kids to acquire healthy social and emotional skills, the teaching mentor stressed the significance of establishing a nurturing learning atmosphere where they can connect properly and feel appreciated. Dr. Tradju believes that the foster children would leave with practical skills from the education they received at LPKA. They are supposed to be able to prevent actions that could turn them back to the wrong road and make a beneficial contribution to society after receiving a quality education. This reflects the aspirations of all LPKA stakeholders that foster children will be able to use the skills and information they acquire during their coaching phase to improve their future.

CONCLUSION AND SUGGESTION

According to the research, LPKA Kutoarjo uses religious programs, skills development activities, and formal and informal education to help foster children become more motivated to learn. Children's psychological needs are met in part by providing a good atmosphere and acknowledging their accomplishments. Collaboration with outside parties enhances coaching as well. However, there are challenges like children's poor motivation brought on by hopelessness, a lack of family support, and inadequate educational resources. Additionally, the learning process is hampered by a shortage of teaching personnel. Despite numerous attempts, these obstacles continue to impede LPKA Kutoarjo's learning motivation optimization.

A number of recommendations can be implemented to enhance the foster children's motivation to learn at LPKA Kutoarjo. To help youngsters overcome feelings of hopelessness, LPKA must first improve its counseling and psychological support services. Second, to provide children with the emotional support they require, increase the frequency of family visits and communication. Third, to create a more welcoming and appealing learning environment, LPKA should upgrade and add new facilities. Fourth, to guarantee the availability of qualified teaching personnel, collaboration with outside parties like communities and educational institutions must be increased. It is intended that by putting these recommendations into practice, foster children's motivation to learn would grow and the learning program would function more efficiently.

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