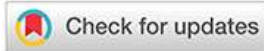


SOCIAL SUPPORT IN INCREASING THE CONFIDENCE OF CHILD CLIENTS THROUGH PERSONALITY GUIDANCE IN BAPAS CLASS II PURWOKERTO (CASE STUDY OF CHILD CLIENTS AT LKSA AR-ROHMAN PURBALINGGA)



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ABSTRACT

Criminal offenses committed by children can result in feelings of guilt, so that children tend to withdraw from the environment. This condition leads to a decrease in self-confidence in children. Low self-confidence in children can be improved through the provision of social support. Bapas, in this case, plays an important role in guiding juvenile clients with a restorative justice approach and cooperating with Pokmas Lipas in providing social support to juvenile clients. This study aims to answer the form of social support in increasing the confidence of juvenile clients and the obstacles faced in providing social support at LKSA Ar-Rohman. The data sources taken are primary data and secondary data. This research uses a qualitative method with a case study research design. Data collection through interviews, observation, and documentation. The data validity check used is the data triangulation technique. The results of the study are that the social support provided can increase the confidence of child clients and the obstacles faced in providing social support in the form of non-openness of child clients and limited human resources who provide social support to child clients at LKSA Ar-Rohman.

Keywords: Social Support; Self-Confidence; Child Clients



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INTRODUCTION

The settlement of children's cases in SPPA emphasizes restorative justice based on the principle of the best interests of the child, and imprisonment is the last alternative punishment for children. When the child is caught in a legal case, the child client will have difficulty accepting himself, which leads to a decrease in self-confidence in the child client. Children's self-confidence can be increased by providing social support to children. This is part of the PK's responsibility through collaboration with Pokmas Lipas in providing social support for child clients.

In previous research by social support provided greatly influences the spirit of children with hearing impairments. The existence of limitations in providing social support by families can affect children's development. Departing from this, the researcher wants to examine social support to increase children's self-confidence with the research subject of child clients. The scope that the author chooses is about how the social support provided can increase the confidence of child clients at Pokmas Lipas partner Bapas Class II Purwokerto. The data of Pokmas Lipas in collaboration with Bapas Class II Purwokerto are:

Table 1
Data of Pokmas Lipas Mitra Bapas Class II Purwokerto

Categories	Amount
Personality	10
Independence	18
Law and Society	3

From the Pokmas Lipas partners at Bapas Class II Purwokerto, the author chooses the focus of research on Child Clients who take part in the personality guidance program in collaboration with Pokmas Lipas LKSA AR-Rohman. The placement of Child Clients at LKSA Ar-Rohman is considered appropriate to improve the morals of children with curriculum and facilities at LKSA which are considered appropriate and good. The problem that occurs at LKSA Ar-Rohman in guiding clients lies in the lack of client self-awareness and the lack of public knowledge about the existence of child clients who must be restored back to society. Therefore, researchers need to conduct research related to social support by Pokmas Lipas in increasing the confidence of Child Clients in the form of research entitled "Social Support in Increasing Child Clients' Self-Confidence through Personality Guidance at Bapas Class II Purwokerto (Case Study of Child Clients at Ar-Rohman Purbalingga Child Social Welfare Institution)".

LITERATURE REVIEW

Previous research conducted by Fadlia (2022) focused on family social support provided to deaf children. The research shows that differences in social support received by subjects will affect courage, openness, and self-confidence. Increased social support and quality communication can support the development of deaf children. Furthermore, research from Lukman (2022) analyzed how social support and peers affect the self-confidence of orphans at LKSA Izzatul Jannah. The results of data analysis show that the self-confidence of orphans at LKSA Izzatul Jannah is significantly influenced by social support and peers with a coefficient of determination of 11.7%.

In the theory of social support according to Sarafino, social support is a behavior shown by someone in providing support to others so that someone feels loved, valuable,

and part of society. Social support can come from many sources including family, friends, or organizations. Factors that influence individuals to need social support are the recipient of support, the giver of support, and age. Sarafino & Smith in their study distinguish social support into 5 (five) aspects, namely emotional support, instrumental, information, appreciation, social networks or groups.

The social support provided can affect a person's self-confidence. According to Bandura, self-confidence is the belief that individuals have in their ability to get the expected results or targets through certain behaviors. Insecurity can affect a person's life achievements. 2. Self-confidence will prevent individuals from self-doubt so that individuals will be happier and motivated to achieve what they want According to Lauster, to measure a person's self-confidence can be seen from the aspects of believing in one's abilities, being objective, optimistic, responsible, rational, and realistic.

METHOD

Qualitative research methods are used to describe a phenomenon, with a case study design used to explore a case involving complete data collection from various data sources, with a focus on social support in increasing the confidence of Child Clients at Bapas Purwokerto.

The data sources in this study consist of primary data sources, namely (1) LKSA caregivers, (2) PK, and (3) Child Clients, as well as secondary data sources such as thesis books and journals that have relevance to social support in increasing the confidence of Child Clients. In this study, the data collection techniques used were (1) observation, (2) interviews, and (3) documentation with validity checks using triangulation techniques. This study analyzes data through data analysis techniques according to Miles and Huberman (1994), which are carried out through (1) data collection, (2) data reduction, (3) data presentation, and (4) conclusion drawing.

RESULTS AND DISCUSSION

The form of social support provided and its impact on the self-confidence of Child Clients at LKSA Ar-Rohman

Social support according to Sarafino is a behavior shown by someone in providing support to others so that someone feels loved, valuable, and part of society. Social support given to someone can lead individuals to live a better life with a feeling of confidence in themselves that they are cared for and benefit the people around them.

Based on the results of the research previously described, there was a decrease in self-confidence in the three Bapas Purwokerto Child Clients who carried out guidance at LKSA Ar-Rohman Purbalingga. This decrease in self-confidence is seen from the feeling of inferiority of the Child Client to mingle with other students at the LKSA. The existence of decreased self-confidence in Child Clients can be overcome through the provision of social support in accordance with the theory of social support and the concept of self-confidence. Providing social support can affect the emergence of the Child Client's confidence to be able to face every problem in his life.

Broadly based on the results of the analysis carried out, to find out the form of social support provided to Child Clients in increasing their self-confidence at LKSA Ar-

Rohman, the following results were found:

Tabel 2
Social Support

Emotional Support Aspect
Emotional support is fulfilled through activities at LKSA Ar-Rohman routinely in accordance with their skills so that children are more enthusiastic about carrying out their activities. In addition, the care provided by caregivers and PKs makes the Client feel that there are other people who care about him even though he has made mistakes. The form of care given to children can be in the form of providing advice and supervision in every activity so that children are not just let go while undergoing the program at LKSA Ar-Rohman. Fulfillment of social support is also done by encouraging children and teaching them about worship to change their behavior for the better.
Instrumental Support Aspect
Instrumental support is carried out by providing assistance with real needs both material and assistance for someone to solve the problems faced. Instrumental support provided to children can be seen when the child had escaped from the LKSA but was resolved persuasively and communicated all the problems faced by the child to find the best problem solving. In addition, the form of instrumental support that is also obtained by the child is when the child is sick, the LKSA provides direct assistance in the form of facilities for treatment.
Information Support Aspect
The conditions of the pesantren environment in LKSA Ar-Rohman certainly limit children from using communication tools so as to limit them from interacting with the outside world. However, the need for information for children in this case is still fulfilled where communication is still provided by the LKSA for children to stay in touch with their families but with several conditions such as supervision from caregivers.
Appreciation Support Aspect
Appreciation support is provided through positive appraisals that can evaluate individuals for the better. Appreciation support by giving praise and appreciating DB by making it an introduction to communication between students and administrators at LKSA. With the support provided, there is a willingness from AR to continue studying religion after completing his guidance at LKSA. In addition, the form of appreciation received by Child Clients is in the form of appreciation conveyed in the management meeting regarding the development of the Child while in LKSA which is then conveyed to the Child and PK of each Child.
Social Network or Group Support Aspect
Social network or group support can be provided through the acceptance of children by the LKSA. The interaction between DB and other students is close because they accept DB well so that DB becomes more courageous in communicating with other students even though other students know that they are from Bapas who have been caught in legal problems. In addition, social network or group support is also provided by always being required to participate in activities with other students so that he is not differentiated even though he is entrusted from Bapas and given the same treatment as other students so that interactions with friends take place well.

In the theory of social support by Sarafino, maximum social support can be provided by fulfilling the existing aspects of social support. Based on the table above, social support provided by Community Supervisors is only limited to support by providing attention and advice when visiting Child Clients. By providing attention and

advice to Child Clients, community supervisors provide a form of social support through aspects of emotional support. Meanwhile, the support provided by the caregivers at LKSA Ar-Rohman fulfills all aspects of existing social support ranging from emotional support, instrumental support, information support, appreciation support, social network or group support.

The provision of social support to Child Clients at LKSA Ar-Rohman through the fulfillment of aspects of social support will have an impact on increasing the confidence of Child Clients. Providing social support through personality guidance provided such as recitation, praying together, and sholawat together, as well as including Child Clients to help Development at LKSA has a significant impact on Child Clients. With the existence of personality guidance related to religious activities, it increases the piety of Child Clients and increases their knowledge of religious knowledge. This is in accordance with the concept of personality guidance where the personality guidance provided is instrumental in directing the behavior of Child Clients to be better with character building activities. Self-confidence is one of the important things in a person's personality that is formed from a person's learning process when interacting with his environment. Self-confidence is a person's main capital in achieving targets in his life. With self-confidence a person will believe in his own abilities so that he can do whatever he likes and be able to take responsibility for his actions.

In accordance with the concept of self-confidence, according to Lauster, to measure a person's level of self-confidence can be seen from the fulfillment of aspects of believing in one's abilities, being objective, optimistic, responsible, rational, and realistic. The increase in self-confidence given to Child Clients at LKSA Ar-Rohman can be seen by the existence of confidence in themselves to be better and Child Clients dare to move with other students at LKSA Ar-Rohman. In addition, self-confidence is also seen from the increasing responsibility aspect of a person. In Child Clients, this responsibility is shown by the willingness of the Child to follow all activities and work in the LKSA until it is completed properly. Then the existence of a sense of optimism and hope for the future is an indication of self-confidence. The Child Client shows this by feeling that he can change better than before and has a desire in the future to continue school or work to help his family.

Obstacles in providing social support to the self-confidence of Child Clients at LKSA Ar-Rohman

In providing social support for Child Clients at LKSA Ar-Rohman, of course there are both internal and external obstacles. According to Sarafino, the effect of social support provided is related to the factors of providing social support such as the recipient of support, the provider of support, and age. Unfulfilled social support factors can cause obstacles in providing social support to someone.

Based on the data obtained, the obstacles to providing social support from the recipient of support are found in closed Child Clients. This condition makes it difficult for caregivers to understand how the condition and personality of the Child Client. Closed Child Clients make it difficult for them to adapt and build relationships in a new environment. To overcome this, caregivers in this case must better understand the characteristics of each Child Client so that they can treat each Client according to their personality. By paying attention to the character of each individual, the caregiver will understand how the social support provided to the client can be well received and have an impact on the confidence of the child client.

Furthermore, from the factor of providing social support, the existence of limited human resources, namely caregivers, makes LKSA have to play a maximum role in paying attention to Child Clients. Although Child Clients need to be of special concern to caregivers because of their different backgrounds from other students, caregivers must still provide fair treatment without any difference in treatment so that social jealousy does not arise. The third obstacle is related to the age of the Child Client who is still a teenager as an age of self-discovery making him unstable. This unstable age causes the Child Client to not understand the problems in himself and emotional control so that he does not understand that he needs help from people

CONCLUSION AND SUGGESTION

This study reveals that the form of social support provided to Child Clients by Community Supervisors is limited to emotional support in the form of attention and advice when visiting Child Clients. Meanwhile, the support provided by the caregivers at LKSA Ar-Rohman fulfills all aspects of existing social support ranging from emotional support, instrumental support, information support, appreciation support, social network or group support. The emotional support aspect is fulfilled through the care given to clients by both caregivers and PKs. Then the instrumental support aspect can be fulfilled by providing direct assistance to the child in the form of medical treatment facilities and communicating the child's problems to be resolved properly. Furthermore, the information support aspect is fulfilled through the opportunity for Child Clients to communicate with their families but with the provision of supervision from caregivers. Next there is the aspect of appreciation support which is fulfilled by giving praise and appreciation for the Child Client so that it raises the hope of life for the Child. Then the last aspect of social network or group support is fulfilled through acceptance and good interaction between Child Clients, PKs, Caregivers, and other students at LKSA Ar-Rohman.

The social support provided has a significant impact on the self-confidence of the Child Client. The increase in self-confidence given to Child Clients at LKSA Ar-Rohman can be seen by the existence of a sense of trust in himself to be better and Child Clients dare to move with other students at LKSA Ar-Rohman. In addition, self-confidence is also seen from the increasing responsibility aspect of a person. In Child Clients, this responsibility is shown by the willingness of the Child to follow all activities and work in the LKSA until it is completed properly. Then the existence of a sense of optimism and hope for the future is an indication of self-confidence. The Child Client shows this by feeling that he can change better than before and has a desire in the future to continue school or work to help his family.

There are several obstacles found in providing social support to Child Clients at LKSA Ar-Rohman. These obstacles or obstacles can be seen from the recipient of support, obstacles that occur at the beginning of the existence of closed Child Clients make it difficult for them to adapt to a new environment so that caregivers in this case must better understand the characteristics of each Client so that they can treat each Client according to their personality so that the social support provided to the Client can be well received and have an impact on the confidence of the Child Client. Furthermore, from the factor of providing social support, the existence of limited human resources, namely caregivers, makes the LKSA have to play a maximum role in paying attention to Child Clients and other students without any difference in treatment so that social jealousy does not arise.

Suggestions given based on this research include several important aspects, namely Bapas Class II Purwokerto is advised to increase synergy with correctional

partners to support the effectiveness of the mentoring program for clients. Furthermore, Community Supervisors are expected to be able to maximize their role in assisting Child Clients by paying more attention to the problems faced, so that they can help Clients adapt better in the future. Then, LKSA Ar-Rohman needs to run a personality guidance program more systematically and optimally so that it can have a positive impact on changes in the attitudes and behavior of Child Clients. Future researchers are also advised to develop this research with a broader focus on the role of social support in increasing the confidence of Child Clients in various conditions.

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