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Development of children's social care attitudes through advocacy activities

Dwi Retnani Srinarwati^{*)}, Akhmad Qomaru Zaman, Eka Safitri Utami
Universitas PGRI Adi Buana Surabaya, Indonesia

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ABSTRACT

This research was conducted against the background of the phenomenon of declining social behavior in society and the problems it causes. The purpose of this study is to analyze and describe the development of children's social behavioral attitudes through advocacy activities. The research approach used is descriptive qualitative. The subjects of this study were children aged 8-12 years in Taman District, Sidoarjo. The data collection techniques used are observation, interviews, and documentation. The results showed that advocacy activities can develop children's social care attitudes towards various social issues that develop in the community. These issues include the environment, social justice, education, and health. Participation in advocacy activities illustrates cooperation in the form of collaboration between children with each other. They learn to cooperate in achieving goals. The role of advocacy institutions is initiation, planning, mobilizing resources, implementing, monitoring, and evaluating..



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Corresponding Author:

Dwi Retnani Srinarwati,
Universitas PGRI Adi Buana Surabaya
Email: dwiretnani@unipasby.ac.id

Introduction

Children are the hope for the future of parents, society, and the nation. As an individual as well as a social being, children must be prepared to have a positive attitude or character as a provision for life in society and later can build the nation and move in a better direction. There are several parties that greatly influence the formation of children's character, which will further shape social behavior, namely family, community environment, friends, school environment, and others (Setiawati, 2017). The center of attention of the paradigm of social behavior makes human behavior the main focus (Skinner, 1938). The social behavior paradigm considers culture as a pattern that arises due to the interaction of individuals who behave in a certain environment (SuciFajarni, 2020; Perlina, 2020; Ritzer, 1975). Furthermore, social behavior is behavior that is specifically directed at others. Behavior influences social action in society which then causes problems. Realizing problems in society as an interpretation. Just as the degree to which a behavior is rational (by the measure of logic or science or by the standards of scientific logic), it can be understood directly.

Advocacy seeks to (1) change attitudes, behaviors, and knowledge; (2) change or create policies; (3) change the way people do things; (4) do something bigger than just program work; and (5) improve the fulfillment of children's rights (Yunita et al., 2022). Advocacy as one of the parties that plays a role in shaping and developing children's attitudes. Although its main role in becoming a non-governmental organization (NGO) is to protect the rights of vulnerable individuals and groups in society, its implementation also involves children as a form of

fulfilling children's rights. The form of children's participation in advocacy activities is the establishment of a children's forum. The children's forum exists as a way to fulfill various unfulfilled children's rights (JUANDA, 2017). In addition, as a forum for fulfilling children's rights, children's forums also play a role in developing children's attitudes through programs planned by advocacy parties. Attitudes that can be developed in advocacy activities in the form of social care and cooperation. At present children need to be introduced and even taught to know social care so that someday children have sensitivity to people in need (Nisrima et al., 2016). Caring is also characterized by sympathy and forgiveness (Srinarwati, 2011).

Through advocacy activities, children are invited to study and understand social issues in depth. Advocacy also gives children the opportunity to feel empathy and compassion for others in need. Therefore, the experience gained during advocacy activities can develop a strong social care attitude. Social care needs to be developed so that children do not have negative traits, such as arrogant, indifferent, individualism, ignorance of social problems, picky friends and the fading of the culture of mutual cooperation (Adha et al., 2019). The implementation of advocacy involves teamwork and collaboration, so as to foster a culture of gotong-royong. Children can learn to work together in achieving goals that are bigger and better than themselves. Learn to listen to others' views, share ideas, and communicate effectively. Advocacy activities are expected to foster children's social care attitudes in Taman District, Sidoarjo. Based on existing background thoughts, the author was moved to conduct research entitled "Development of Social Care Attitudes and Children's Cooperation through Advocacy Activities in Taman District, Sidoarjo".

Previous research related to this (Utami & Srinarwati, 2023) Children's human rights require special attention considering that various acts of violence against children still occur. If the rigidity of children is satisfied, then they will become citizens of good character. The purpose of this study was to determine the influence of human rights advocacy on children's attitudes towards social care and cooperation. Her findings show the influence of human rights advocacy on children's attitudes towards social care and cooperation. Then (Jusuf, 2007) The traditional meaning of philanthropy known as philanthropic generosity (compassion) began to develop and be reinterpreted, and the meaning of modern philanthropy was interpreted as generosity in the context of structural change and social justice. Poverty and human poverty in a broad sense cause problems of rights, education, health, gender, environment, and socio-culture. Because the original meaning of philanthropy is close to human and social values, this study links the relevance of modern philanthropy to issues such as poverty, education, health, socio-culture, law, and gender. Dan (Apriyanti et al., 2022) We strive to create a school environment that becomes a place of learning for children, where children can learn calmly, feel safe, comfortable, have fun, and be healthy. Given the many incidents of verbal and physical violence against children in the school environment lately, this is clearly a serious problem that needs to be addressed immediately. Then (RISWANTO, 2022) His findings show that his party is now committed to social development. Yayasan Prakalsa Madani Jhangvi runs a number of agricultural production pattern improvement programs through training in world-class rubber nurseries and integrated programs for local tribes and villages. A cooperation program between stakeholders through the Development Partnership Forum. Social situation of Orang Rimba community in Jambi province. On the other hand, if you look at the relationship between civil society and the state, the relationship between Jhanvi Madani Foundation and the government is the High-Level Partnership: Grassroots Development Model and High-Level Policy: Grassroots Mobilization Model.

From several descriptions of previous research, it is explained that children's human rights need special attention considering that many cases and acts of violence against each child often occur, meaning that special protection is needed that can accompany these children when they get cases that come their way. In contrast to this study, research on the Development of Children's Social Care Attitudes through Advocacy Activities focuses on how to provide legal assistance to children affected by cases in this case of abuse and others. It is hoped that law and advocacy can pay more attention to children who are exposed to violence in their environment.

Method

This study used a descriptive qualitative approach. The qualitative approach is a method based on postpositivism, examining the condition of objects scientifically (Sugiyono, 2019). Collection and presentation of data through descriptive analysis in the form of words or sentences. The research approach is oriented to the symptoms or phenomena that take place (Abdussamad, 2021). This type of research uses field research to find out and take data directly in the field. Researchers act as the main instrument involved in the field aimed at determining the Development of Social Care Attitudes and Children's Cooperation through Advocacy Activities in Taman District, Sidoarjo. Knowing the role of advocacy institutions and village governments in the Development of Social Care Attitudes and Children's Cooperation through Advocacy Activities in Taman District, Sidoarjo.

Researchers conducted research in Taman District, Sidoarjo, Jemundo, Taman District, Sidoarjo Regency. Researchers observed the development of social care attitudes and children's cooperation through advocacy activities. As well as identifying the role of advocacy institutions in the implementation of the development of social care attitudes and children's cooperation in participating in advocacy activities in Taman District, Sidoarjo. Identification is done by observation, interview, and documentation techniques. The data sources used by researchers are primary and secondary data. Primary data is data obtained directly from where the research occurred (Sugiyono, 2019). Primary data were obtained from the process of observation and interviews with advocacy parties and members of children's forums using instruments. The observation guidelines contain indicators of advocacy activities in the form of: (1) concern; (2) engagement; (3) activity plans; (4) implementation, namely the establishment of children's forums and social activities with children in Taman District, Sidoarjo; (5) objectives; (6) advocacy materials; and (7) the readiness of advocates. Indicators of social care attitude: (1) please help; (2) tolerance; (3) tolerance; (4) social action; and (5) have a noble character. Indicators of cooperation attitude: (1) communication; (2) interactions; (3) sharing ideas; and (4) participation. Furthermore, interview guidelines were formulated for 2 classifications of 2 subjects, namely child forum members and advocacy activists. The subjects of the study were 32 people. Subject retrieval is based on convenience (or opportunistic) sampling.

Secondary data is supporting data obtained directly or indirectly. Secondary data comes from school data as well as documentation of photos, videos, recordings, videos, and transcripts. Secondary data can be done with the documentation process. Documentation is carried out, either directly or indirectly. Direct documentation is the process of retrieving events as they occur. Live documentation produces actual data. The documentation captures live events, whether known or not yet such as activity on child forum members. Meanwhile, indirect documentation is data retrieval without time limits. Data retrieval through archives that are published or not. Qualitative data analysis techniques through the process of data collection, data reduction, data presentation, and verification or conclusions. Researchers here took data by direct observation using the five senses and interviews from members of children's forums, advocacy activists, and village governments. Researchers observe advocacy activities and conduct interviews with involved parties from child forum members and advocacy activists so that they become data to answer problem formulations. Then researchers sorted out the results of interviews with child forum members and advocacy activists.

Documentation data was collected based on discussions presented from observations and interviews. After the data is neat, it will continue to group the results of observations, interviews, and documentation of activities that foster social care and children's cooperation in Taman District, Sidoarjo. This grouping is focused on taking an outline of the data. This reduction process groups the problem under study into elaboration so that it is possible to draw conclusions. This method will process the data from interviews and documentation maximized into a descriptive discussion. Researchers will describe clearly and comprehensively the forms of developing Children's Social Care Attitudes through existing Advocacy Activities carried out as well as the role of advocacy activists and local governments in its implementation. Furthermore, from the results of the reduction researchers find answers to the formulation of the problem and the purpose of the research. The conclusion that the researcher feels is still not strong enough, it requires supporting data so that the data presentation becomes valid. After processing data from observations, interviews, and documentation, conclusions are continued. Finally, researchers can conclude the development of social care attitudes and cooperation through advocacy activities in Taman District, Sidoarjo and the role of advocacy activists and village governments in the sub-district area.

Results and Discussions

Forms of Development of Children's Social Care Attitudes through Advocacy Activities in Taman District, Sidoarjo

Taman District, Sidoarjo is one of the areas located in East Java. Taman District, Sidoarjo is an area that organizes Community-Based Integrated Child Protection (PATBM) programs or activities. PATBM is an effort by the government of Taman District, Sidoarjo to fulfill children's rights and create a child-friendly village. Activities organized by PATBM are in the form of advocacy activities. Through advocacy activities, it is expected to develop the abilities, behaviors, and attitudes of children in Taman District, Sidoarjo. The village government provides facilities and infrastructure, in carrying out PATBM activities. This statement can be proven from the existence of advocacy institutions that provide creative and recreative activity programs in workshops and educational activities including the development of children's forums. In this children's forum, children will conduct discussion activities on the issue of human rights protection, especially for children (Yunita et al., 2022). From these activities, it is expected to foster an attitude of social care and cooperation of children.

In Taman District, Sidoarjo, the forms of developing social care attitudes through advocacy activities are: (1) helping a friend, someone, or older person who is in trouble; (2) respect for children or someone who has a

disability (disability) and has a different social status; (3) uphold tolerance respecting differences in ethnicity, religion, race, and class; (4) campaigning and socializing awareness of social issues; and (5) use good language toward others and polite and courteous speech toward older people.

The forms of developing children's cooperation attitudes through advocacy activities in Taman District, Sidoarjo are: (1) oral and written information delivery; (2) establish communication and cooperation with the community, village government, and agencies; (3) sharing ideas, exchanging ideas, proposing, and respecting an opinion, and designing socialization activities; and (4) have a sense of responsibility and enthusiasm in carrying out advocacy activities. The activities that have been described are clear evidence that through advocacy activities can develop social care and children's cooperation in Taman District, Sidoarjo. In addition to existing activities, the involvement of the head of the children's forum in several advocacy agendas at the regional and national levels is also evidence of the development of social care attitudes and children's cooperation.

The Role of the Government and Advocacy Institutions in developing Children's Social Care Attitudes through Advocacy Activities in Taman District, Sidoarjo

Village governments in Taman sub-district play a role in the implementation of advocacy activities, especially the Village Head as a policy maker who gives approval to advocacy programs and activities carried out in Taman District, Sidoarjo. The Village Head who is fully responsible for the activities carried out in Taman District, Sidoarjo. Usually, the activity or program will be continued by staff and parties involved. Parties involved such as advocacy institutions, their role in developing children's social care attitudes in Taman District, Sidoarjo is in the form of controlling and guiding children's activities through various activities or programs that have been planned. One of them is cooperative learning. Cooperative learning is one of the efforts to realize active, creative, effective, and fun learning. Cooperative learning provides opportunities for children and members of children's forums to interact with each other. They explain each other's understanding of a concept to their friends. Furthermore, this activity can develop indicators of cooperation attitudes in the form of decision making as a manifestation of various ideas. These skills help children to deal with various decisions in life constructively. These skills can be learned and practiced. Another form of cooperation attitude development is assertive. Assertiveness is an attitude or behavior to express oneself assertively to another party without hurting the party or degrading oneself in front of the other party. Furthermore, there are communication skills with others (interpersonal communication). Communication is a process of conveying thoughts and feelings through language, speech, hearing, body movements, or expression of emotions by a person to others around him.

Children are introduced to forms of non-violent norms, forms of violation of existing norms in society and acceptable social consequences, as well as mechanisms for complaints and countermeasures of violations. Children's advocacy organizations and forums make plans for outreach outreach, film/cartoon screenings, pamphlet distribution, and other forms of peer education among children or adults. Carrying out socialization activities is carried out by creating a good atmosphere, conveying intentions, conveying the content of socialization. Children who participated in advocacy activities found these activities very useful. He obtained various important information that was previously unknown. When participating in advocacy activities, there are activities such as discussions about children's or global issues, making him feel that he has increased knowledge and increased interaction with fellow friends. There are also those who say that advocacy activities make them get important information, such as information related to children's rights. He becomes knowledgeable about what to do when a friend experiences violence against children or has a life that is not decent.

Increase awareness of fellow friends and improve social skills with friends. In addition, members of the children's forum feel that advocacy activities improve their communication and interaction skills. Before becoming members of the children's forum, they had low self-confidence and were difficult to express opinions. Members of the children's forum feel that their abilities are improving and developing. This arises when preparing advocacy activities, starting from drafting event concepts, taking care of permits, and when carrying out activities. When drafting the event and evaluating the activities carried out, members of the children's forum exchange opinions on how the activities will be carried out and the implementation of activities. Distribute tasks, such as who will be the master of ceremonies, be the attendance guard, and so on.

As stated above, the village government and advocacy institutions play a role in developing social care and children's cooperation in Taman District, Sidoarjo. The establishment of a children's forum as an effort to involve children in the advocacy process, which aims to channel children's aspirations and develop abilities. The material and information presented increase children's awareness of human rights and global issues, thus fostering caring attitudes, such as social care. Advocacy activities carried out by children's forums improve children's cooperation skills. Discussion activities related to child and global rights issues improve children's

ability to work together in solving problems. Therefore, advocacy activities are able to develop children's social care attitudes in Taman District, Sidoarjo.

Discussions

Activities organized by PATBM are in the form of advocacy activities. Through advocacy activities, it is expected to develop the abilities, behaviors, and attitudes of children in Taman District, Sidoarjo. The village government provides facilities and infrastructure, in carrying out PATBM activities. This statement can be proven from the existence of advocacy institutions that provide creative and recreative activity programs in workshops and educational activities including the development of children's forums. The above is in accordance with research (Muthmainnah et al., 2016) that government officials have a strong influence on the implementation of PKPR strategic steps. However, some stakeholders have little influence, are still reluctant to participate due to limited resources, and do not understand the extent of adverse effects on adolescent health. Therefore, it is necessary to strengthen the involvement of various stakeholders and foster a supportive attitude through regulations that regulate the limits of authority of each stakeholder in implementing the PKPR program, up to the level of decision makers and target groups. Then supported by research (Nurwahidah & Muttaqin, 2018) Using an emotional approach, prioritizing the development of attitudes in accordance with the values of Pancasila. Provide examples of good behavior, get used to arriving on time, maintain discipline, guide students in group learning, conduct attitude assessments, provide motivation and advice, dhuha prayers, zuhur prayers, prayers, and so on. routinely conduct social and religious activities. Yasinan is held every Friday, as well as participating in other Islamic holiday activities, providing motivation, advice, and attitude to students, with the aim of developing attitudes through activities such as flag-raising ceremonies.

Parties involved such as advocacy institutions, their role in developing children's social care attitudes in Taman District, Sidoarjo is in the form of controlling and guiding children's activities through various activities or programs that have been planned. One of them is cooperative learning. Cooperative learning is one of the efforts to realize active, creative, effective, and fun learning. Cooperative learning provides opportunities for children and members of children's forums to interact with each other. They explain each other's understanding of a concept to their friends. Furthermore, this activity can develop indicators of cooperation attitudes in the form of decision making as a manifestation of various ideas. These skills help children to deal with various decisions in life constructively. In this case, in accordance with the results of research and support, namely (Nurwahidah & Muttaqin, 2018) Karan Tarna's role in raising social awareness among youth – striving for collective welfare, strengthening communities, fostering a sense of belonging and encouraging creativity among the younger generation – is included in the poor category. This means that the younger generation is not open-minded and indifferent to their environment, forgetting their duties as a young generation and as members of youth organizations. Therefore, the younger generation is expected to care more about the environment. And research (Nikmah et al., 2020) Initiatives to foster friendly, caring, and friendly personalities among community members of volunteer organizations, communities seek to improve the sign language skills of their members and volunteers. Various Deaf Volunteer Community programs provide opportunities to develop friendly and friendly personalities through direct interaction and engagement with deaf people.

Children are introduced to forms of non-violent norms, forms of violation of existing norms in society and acceptable social consequences, as well as mechanisms for complaints and countermeasures of violations. Children's advocacy organizations and forums make plans for outreach outreach, film/cartoon screenings, pamphlet distribution, and other forms of peer education among children or adults. Carrying out socialization activities is carried out by creating a good atmosphere, conveying intentions, conveying the content of socialization. Children who participated in advocacy activities found these activities very useful. He obtained various important information that was previously unknown. When participating in advocacy activities, there are activities such as discussions about children's or global issues, making him feel that he has increased knowledge and increased interaction with fellow friends. (Noer, 2019) Research supports the following results. 1) Cooperation between P2TP2A and the education office in preventing violence against children in the educational environment. This is manifested in the form of socialization of "stopping violence against children" and the formation of children's groups. Forum; 2) P2TP2A is involved in the recruitment of teachers and principals; Forms of cooperation that still need to be improved, including in particular the preparation of hidden curricula to address violence, budgeting for violence prevention activities for children in the school environment, and strengthening authority to prevent and combat violence against women and children. This collaboration will at least help Depok City become one of the regions that is strongly committed to becoming a child-friendly city, so that children's rights in the field of education can be realized and the incidence of violence against children can be minimized.

Conclusion

Advocacy has an important role in shaping and developing children's attitudes. Through advocacy activities, children can develop an attitude of social care and cooperation which are positive characteristics needed to build a better nation. The establishment of a children's forum in advocacy activities is also an important forum to fulfill children's rights and develop children's attitudes through programs planned by advocacy parties. Social care involves sensitivity to people in need, sympathy, and forgiveness. Through advocacy activities, children can learn deeply about social issues, develop empathy, and feel compassion for others. In practice, advocacy also encourages teamwork and collaboration, which can foster a culture of gotong-royong. Children learn to work together to achieve goals bigger and better than themselves, as well as learn to listen to others' views, share ideas, and communicate effectively. Advocacy activities are expected to help develop children's social care and cooperation attitudes. Considering this background, a study entitled "Development of Social Care Attitudes and Children's Cooperation through Advocacy Activities" was conducted to understand and develop children's potential in this regard. It is hoped that through advocacy activities, children can play a role in building a better society.

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