



Education and Empowerment Service Program at Halfway Houses in the Special Region of Yogyakarta

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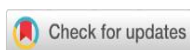
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ABSTRACT

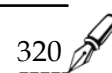
This research focuses on developing a prototype model of education and empowerment services at halfway houses with the aims of: 1) to produce a prototype model of education and empowerment services that is feasible and practical for use in the management of halfway; 2) to determine the feasibility of the service model; and 3) to determine the practicality of the education and empowerment service model. The research method used is R&D, which refers to the Borg & Gall development procedure consisting of problem definition, initial information gathering, planning, initial development, expert validation, revision, initial field trial, continuous revision, full implementation, and evaluation. The validation test subjects were carried out through expert judgement by media/prototype experts and community empowerment experts. The subjects of the product practicality trial were 12 shelter managers. Data collection techniques using validation instruments and product practicality questionnaires. The data that has been obtained is analyzed quantitatively and qualitatively. The assessment results were analyzed by calculating the average ideal score and ideal standard deviation. The results of this study are: 1) producing a prototype model of education and empowerment services at halfway houses through the input, process, and termination stages; 2) the prototype model produced is feasible to use with a very good feasibility category; 3) the prototype model produced is practical to use with a very practical category. Through efforts to improve the management model of the halfway house, it is hoped that it can optimize its role as the spearhead of handling street children.



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INTRODUCTION

The Special Region of Yogyakarta has a number of halfway houses which function as temporary residences for people who are vulnerable to social problems. Halfway houses are a vital environment for residents to receive physical and mental support. A halfway house is a facility or temporary shelter that provides shelter for individuals or groups who need protection or support in special situations (Wong et al., 2025). The concept of a halfway house has the aim of providing temporary shelter, protection, and support for recovery or independence for those in need (Andiny, 2021; Perdana, 2021; Ulliya, 2022).



Amidst the attention to the recovery of social problems faced, the education and empowerment aspects of the Halfway House need serious attention. Education is considered the primary means of empowering individuals and groups. By providing access to quality education, a person can develop the skills, knowledge, and attitudes necessary to actively participate in community life (Andini et al., 2015; Rosmaladewi, 2022; Setiawan et al., 2021; Sujarwani et al., 2018; Tambunan et al., 2021). The concept of 'Education as a Means of Empowerment' refers to the idea that education is not only a process of delivering knowledge and skills, but also a tool or means to empower individuals and society at large. In this framework, education is considered as a means to provide individuals with the strength, knowledge, and skills to enable them to take an active role in their daily lives, overcome challenges, and participate productively in society.

Some key aspects of the concept of 'Education as a Means of Empowerment' involve: (1) Knowledge and Skills Enhancement: Education aims to improve the knowledge and skills of individuals. (2) Increased Awareness and Understanding: Education helps to increase individuals' awareness and understanding of the world around them, including social, economic, and political issues. (3) Empowerment of Individuals to Make Decisions: Through education, individuals are empowered to become intelligent and knowledgeable decision-makers. (4) Promoting Self-Reliance: Education promotes self-reliance by giving individuals the ability to be independent. (5) Community Empowerment: Besides individual empowerment, the concept also includes community empowerment. Education can help build people's capacity to co-operate, collaborate, and participate in community development. (6) Inculcation of Civic and Ethical Values: Education has an important role in inculcating civic values, ethics, and social responsibility. It creates citizens who are caring, responsible, and contribute positively to society. (7) Addressing Inequality and Discrimination: Education as a means of empowerment can also serve as a tool to address inequality and discrimination (Dzikril, 2022).

Education can be an instrument for achieving equality and justice in society. Through inclusive and human rights-oriented education, social differences can be overcome, and access to opportunities can be expanded. Education for Equality and Justice is a concept that emphasizes the importance of creating an education system that provides equal access, opportunities, and treatment for all individuals, regardless of social, economic, ethnic, or physical background. This concept seeks to overcome disparities and inequalities that may arise in the educational context, as well as ensuring that every student has an equal opportunity to develop his or her full potential (Agustyaningrum, 2022; Fahmi, 2019; Jamilah, 2021; Kharismawati, 2021; Kurniawati, 2023; Roziqin, 2020).

Empowerment can be achieved by providing knowledge and skills to individuals. Education that facilitates the development of practical skills and contextual knowledge can empower a person to overcome challenges in everyday life. Empowerment through knowledge and skills is a concept that emphasizes the importance of giving individuals the tools necessary to take control over their lives through the development of relevant knowledge and skills (Werdiningsih, 2020; Akib, 2022; Atmaja, 2022). This concept believes that by empowering individuals through education and skills development, they can become agents of change in their own lives and in society.

Education in halfway houses often faces a number of challenges, including limited access and a lack of programs that meet residents' specific needs (Suryanto, 2017). Residents of halfway houses, the majority of whom require intensive care, often have difficulty accessing educational services. This can result in a reduction in the quality of life and educational opportunities they would otherwise enjoy. The low involvement and participation of halfway house residents in education and empowerment programs can be a serious problem. Factors such as a lack of understanding, a lack of motivation, or health conditions that make it impossible can become obstacles. Halfway Houses also face difficulties in recruiting teaching staff or facilitators who have special expertise in designing and delivering educational programs that suit the needs of Halfway House residents, especially those undergoing health care. A deep understanding of

these challenges can help in designing appropriate and effective solutions to improve education and empowerment programs in Halfway houses in DIY.

Apart from that, the empowerment aspect is also crucial for residents of Halfway houses. Empowerment allows them to develop independence and skills that can improve their lives after leaving the Halfway Home. However, existing empowerment programs may not be optimal according to the needs and potential of residents (Sagita, 2021).

Lack of public understanding and awareness about the importance of education and empowerment in Halfway houses can hinder community support and participation in the development of these programs. To overcome weak education and empowerment programs, comprehensive efforts are needed, including strategic planning, increasing resources, and close collaboration with related parties. Regular evaluation and active involvement of halfway house residents are also important factors in improving the quality and impact of these programs.

By applying the Research and Development (R&D) method, this research is expected to provide innovative and sustainable solutions, addressing the challenges of access to education and independence of residents of Halfway Houses, as well as being a positive contribution to the development of the surrounding community. By understanding and improving these aspects, it is hoped that Halfway Houses can become environments that better support the recovery and improvement of the quality of life of their residents.

Research on the development of prototype models of educational and empowerment service programs in halfway houses has never been carried out before, given the limited number of studies related to halfway house management. So, this is the novelty of this research, where the model of education and empowerment service programs at halfway houses in DIY has just been compiled for the first time in the form of a prototype. Therefore, this research aims to: 1) produce a prototype model of education and empowerment services that is feasible and practical for use in the management of halfway houses in the Special Region of Yogyakarta; 2) determine the feasibility of the service model; and 3) determine the practicality of the education and empowerment service model in halfway houses in the Special Region of Yogyakarta.

RESEARCH METHOD

The research used a development research method in the form of Research and Development using the Borg & Gall development model. The development research procedure of the Borg & Gall development model has 10 stages, namely: Problem Definition, Initial Information Gathering, Planning, Initial Development of a prototype model of education and empowerment services for halfway houses, Expert Validation, Revision, Initial Field Trial, Continuous Revision, Full Implementation, Evaluation, and Evaluation (Sugiyono, 2021; Rizqia et al., 2024). The flow chart is outlined in Figure 1 below.

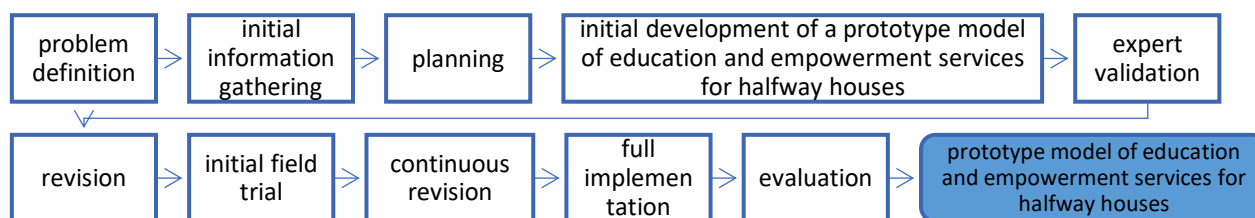


Figure 2. Research flow chart

The validation test subjects were carried out by experts, namely media/prototype expert validation and social expert validation. Product trial subjects were carried out by shelter residents. Data collection techniques using validation instruments and product practicality questionnaires. Products that have been developed will be validated using expert judgement techniques. The purpose of this validation is to provide assurance that the prototype of the halfway house management model developed has the feasibility to be tested.

The data that has been obtained is analysed quantitatively and qualitatively. Quantitative analysis was carried out on questionnaire data on the practicality of prototype products, while qualitative analysis was carried out to describe the stages and results of developing a prototype model of education and empowerment services at halfway houses and expert validity. Validity analysis was used to analyse the validity of the prototype developed. The validity analysis consisted of content and construct validity by involving media/prototype experts and social community experts (Nurhuda et al., 2024). The assessment results were analysed by calculating the average ideal score and ideal standard deviation. At this stage, the score obtained from the instrument with a Likert scale will be converted into qualitative data with a conversion reference as Table 1 (Mardapi, 2008). While the results of the validity calculation are in accordance with the number of items contained in the media/prototype expert validation sheet and the social expert validation sheet, namely, a total of 23 assessment items can be reviewed in Table 2.

Table 1. Expert validation score conversion reference

Formula	Score Interval	Value	Category
$X \geq (\bar{x} + SBx)$	$X \geq 69$	A	Very good
$\bar{x} \leq X < (\bar{x} + SBx)$	$57,5 \leq X < 69$	B	Good
$(\bar{x} - SBx) \leq X < \bar{x}$	$46 \leq X < 57,5$	C	Enough
$X < (\bar{x} - SBx)$	$X < 46$	D	less

Table 2. Calculation of score conversion interval

Considerations	
Number of indicator items	23
Assessment score range	1 to 4
Ideal highest score = Number of indicator items x highest score	92
Lowest score = Number of indicator items x lowest score	23
$\bar{x}$ (ideal average) = $\frac{1}{2}$ (highest score + lowest score)	57,5
SBx (Ideal standard deviation) = $\frac{1}{6}$ (highest score - lowest score)	11,5
$\bar{x} + SBx$	69
$\bar{x} - SBx$	46

The practicality analysis aims to determine the practicality of the prototype when implemented in the halfway house. The practicality analysis uses a practicality questionnaire instrument with a Likert 4 scale, which includes consisting of categories of strongly agree (SS), agree (S), disagree (KB), and disagree (SK), agree (KS), and disagree (TS). To test the validity and reliability of the practicality questionnaire instrument, the SPSS version 23 application was used. The test respondents were 20 shelter managers. Questionnaire statement items are said to be valid if $r_{\text{count}} > r_{\text{table}}$ (0.468). Based on the calculation results of the 23 statement items in the questionnaire, r_{count} is more than r_{table} , which means that all questionnaire items are valid. Meanwhile, to determine the reliability of the instrument, the Cronbach's alpha statistical test was carried out. According to Sugiyono (2018), an instrument is declared reliable if the reliability coefficient is more than 0.6. The SPSS output results show the Cronbach's Alpha value of 0.721, so it can be said that the practicality questionnaire instrument is reliable.

Data from the practicality trial results were analysed by calculating the average score, which was then categorized using product feasibility criteria, including very practical, practical, quite practical, less practical, and impractical (Haryono et al., 2023). To process the practicality data from the questionnaire, namely as follows (Nurhusain & Hadi, 2021).

$$X = \frac{f}{N} \times 100\%$$

Description:

X = percentage of practicality score

f = number of average scores obtained

N = maximum number of scores
 100% = constant

The interpretation of the analysis of respondent data is as per Table 3 below (Akbar, 2017).

Table 3. Product practicality score conversion table

No	Value	Category
1	$80\% < x \leq 100\%$	Very Practical
2	$60\% < x \leq 80\%$	Practical
3	$40\% < x \leq 60\%$	Quite practical
4	$20\% < x \leq 40\%$	Less practical
5	$0\% < x \leq 20\%$	Impractical

RESULTS AND DISCUSSION

Result

The government's special attention to street children only emerged around 1998, when it established halfway houses for street children. The establishment of halfway houses is an effort to provide social welfare services to street children based on Article 34 of the 1945 Constitution. The halfway house is a vehicle that will be prepared as an intermediary between street children and those who will help them. The halfway house is an informal process that provides an atmosphere of resocialisation of street children to the system of values and norms that apply in society. Halfway houses are also said to be the initial stage for a child to obtain further services. Therefore, it is important to create a halfway house as a safe, comfortable, attractive, and fun place for street children (Amalina, 2024). To improve the quality of halfway house management, a prototype of education and empowerment services in halfway houses has been developed in the following stages.

Problem Definition & Initial Information Gathering

The information gathering and need analysis stage was carried out by involving six halfway houses in Yogyakarta. The six halfway houses are Independent Children's Shelter, Indonesian Dream House Foundation, Ahmad Dahlan Shelter, Realino Foundation Community Service Section, Yayasan Indriyanati, and Rumah Anak Indonesia.

The following is a description of information gathering and needs analysis from each halfway house. Realino halfway house describes its activities as including making non-formal learning groups; mentoring is done by getting to know the ins and outs of children; children who live in dormitories go to formal schools; there are obstacles to training work for street children, and they have plans to try to make an item to be used as income.

The results of information gathering and need analysis from LKSA Rumah Anak Indonesia (RAI) are that the foundation has 49 assisted children, targeting Kali Code street children and orphans. RAI also accommodates East Indonesian children, such as Papuans and KKB war victims, from the Papuan congregation; assistance through strengthening human resources by providing a kind of seminar for assisted children; the obstacles faced are that the location of the foundation is still moving and not settled.

Indriyanati Foundation provided information that the specifications of assisted children in their institution are girls, this is because there are relatively many problems from girls; the foundation focuses more on child protection; the characteristics of assisted children prefer friendship because their lives are less fortunate, so that assistants are present as friends for assisted children; the obstacles experienced are that the foundation experiences ups and downs in its operations.

The facilitator of Indonesian Dream Home Foundation said that children who have been released from the mentoring period should be given equal opportunities in social life and in employment so that changes in their lives occur. The foundation also collaborates with

stakeholders to realize the dreams of the assisted children. So far, the obstacle experienced by the foundation is the difficulty of getting assistance for operational activities.

Representatives from the Ahmad Dahlan Halfway House in the FGD activities expressed their complaints that the condition of street children in the past was different from now. In the past, children went to the streets because there was no money to meet food needs, but nowadays, children go to the streets to earn money with the aim of buying mobile phones or motorbike loans. Some cases that have occurred are that street children, after completing the mentoring period, do not want to be returned home for various reasons, so they must be returned to the Social Service of their area of origin (Anandar, 2015).

Planning

Based on the results of the analysis of data collection and need analysis, several things can be synthesized related to the needs of developing educational and empowerment service programmers in halfway houses in general, including: the need for standard rules related to the management of halfway houses, assistance tailored to the needs and background of assisted children, the need for skills training as a provision for students to be independent after being released from the halfway house, the need for a change in mindset for street children so that they do not return to the streets, and the need for periodic evaluation of the programmers that have been carried out. The results of the analysis were then used as the basis for the planning stage. This stage is carried out by planning the initial design of the prototype development, determining the objectives, scope, and general development steps, and identifying the parameters that will be measured to evaluate the effectiveness of the prototype developed.

Initial Development

After the planning stage, it continued at the initial development stage. The initial development stage is structured in the form of a prototype model of developing educational and empowerment service programmers in halfway houses. The education and empowerment service program at the halfway house includes the input stage, process stage, and termination stage. The stages of the service program are adjusted to the characteristics and needs of the services in the halfway house. The prototype developed at this stage is still in draft form (Figure 1).

Expert Validation

After the initial development stage, the next product draft entered the expert validation stage. Expert validation was carried out by media/prototype experts and social community experts. In this case, it is represented by the chairman of the Yogyakarta Special Region Child Protection Forum, who is also the head of the Indonesian Dream House Foundation. The assessment of the prototype of the halfway house education and empowerment model is based on eight aspects of assessment developed into 23 statement items, namely: (1) clarity of purpose; (2) description of presentation; (3) interactive; (4) completeness of information in implementing education and empowerment of halfway houses; (5) use of letters; (6) ease of readability; (7) clarity of flow/stages of model implementation; (8) layout and display design. The score results obtained from the assessment will be used as a reference for the feasibility of the product developed, and descriptive criticism and suggestions will be used as the basis for product revision before trial.

The results of the prototype assessment given by the validator are then analysed, and score conversion is carried out to determine the results of the validity testing that has been carried out in accordance with Table 1. The results of the media expert/prototype assessment obtained a total score of 84. If the score conversion is carried out, the results of the media expert assessment are included in the value of A, with a very good category. The results of the assessment of the feasibility of the prototype by social experts obtained a total score of 87. If the score is converted, it gets an A with a very good category. Based on the two results of the analysis, it can be concluded that the prototype of the halfway house management model developed has met the requirements of prototype feasibility and can be tested to the next stage.

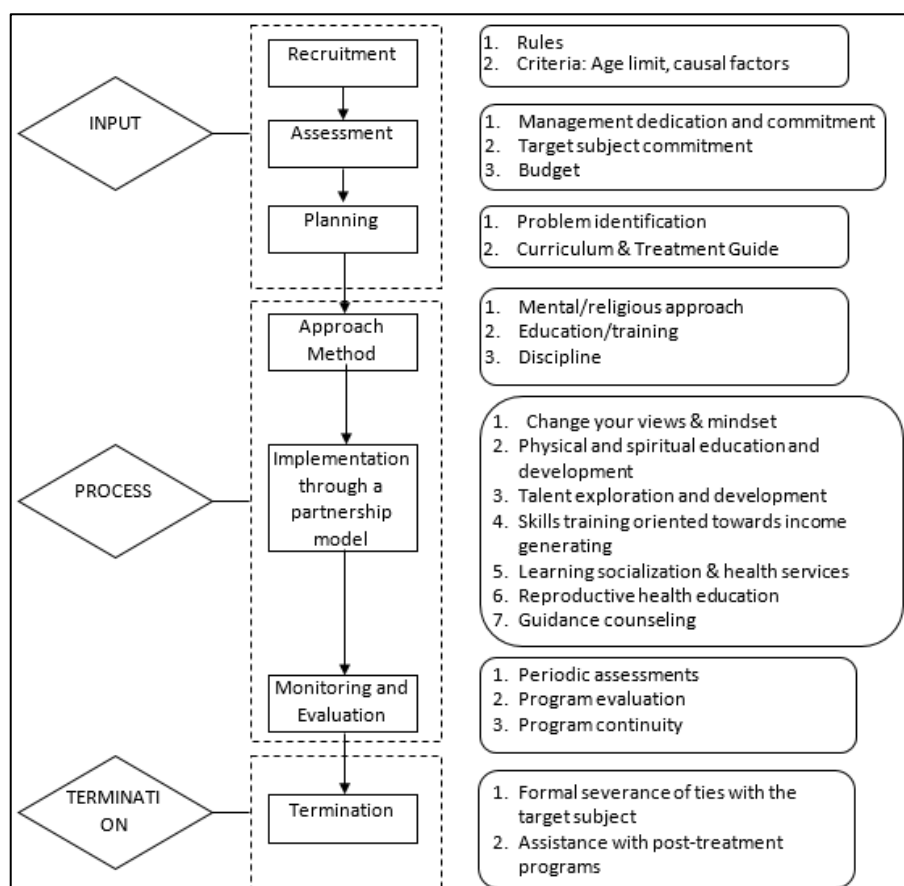


Figure 1. Stages of the halfway house management model in the prototype draft

Revision

At the expert validation stage, there were several inputs for improving the prototype draft, including the need to add output at the end of the stage chart of the education and empowerment service model at the halfway house. In addition, it is also necessary to add subjects or partners involved in the service process at the halfway house. Therefore, further improvements are made to the draft prototype in accordance with expert input so that the service stage can be maximized.

Initial Field Trial and Continuous Revision

The pilot phase was conducted at one of the halfway house foundations in Yogyakarta, namely Rumah Singgah Anak Mandiri. The selection of the trial location was based on the consideration that the foundation has a relatively large number of assisted children, namely 30 children, and its operations focus on assisting children living on the street. This is very much in line with the research objective of developing a prototype model of halfway house management that primarily focuses on assisting homeless children. Based on the results of the trial, several inputs were obtained that the service flow chart at the halfway house was coherent and as needed, only needing additional elaboration on the explanation of each stage of the activity, making it easier for halfway house managers to implement the program. Improvements were made in accordance with the input obtained to suit the needs and conditions in the field.

Implementation

The implementation of the education and empowerment service model in halfway houses is carried out with reference to the prototype that has been developed and through several stages of product revision. The implementation participants were all halfway houses that were the

subjects in the initial information collection. Participants implement the service model based on the characteristics of the assisted children, so that the service model is flexible.

Evaluation

After the implementation stage, a product practicality test was carried out on the target subjects, namely, halfway house managers who had implemented the halfway house management model in accordance with the prototype that had been developed. The product's practicality test is intended to determine the ease of use and efficiency of the prototype developed in meeting user needs. The prototype model developed must be easy for users (halfway house managers) to use so that they do not experience obstacles and difficulties in implementing it, so that the purpose of developing the prototype can be achieved as expected.

In this study, data on the practicality of the product were obtained through a questionnaire response from the halfway house manager to the prototype that had been developed. There are three main aspects in the response questionnaire, namely the quality of the suitability of the prototype material to the needs of the halfway house, the quality of presentation and language in the prototype, and the ease of reading the prototype graph. The three aspects are translated into 13 indicators.

After obtaining data on the results of the target subject's response to the prototype model, an analysis is carried out by adding up the total score of all indicators, determining the practicality value, and converting the results of the practicality value according to the product practicality conversion table (Table 3). The practicality value is obtained by calculating the score divided by the maximum score and then multiplying by 100%.

Based on the results of the practicality test by respondents on the prototype model developed, it can be seen that the average score obtained is 44.33, so that the practicality value obtained is 85.3%. If the score conversion is based on the practicality category conversion table, the prototype of the halfway house management model based on the results of community responses is included in the very practical category.

The results of the development of the prototype model of education and empowerment services in halfway houses, along with the stages of halfway house management, can be observed in Figures 2 and 3 below.

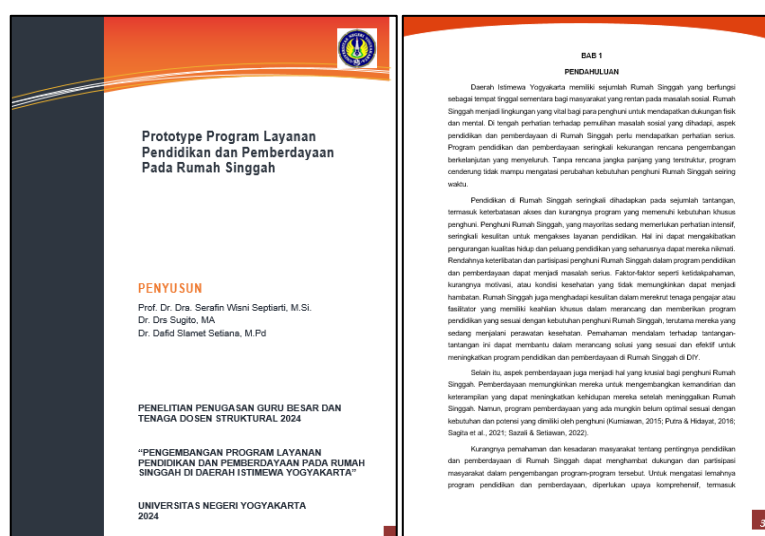


Figure 2. Prototype view of the education and empowerment service model at the halfway house

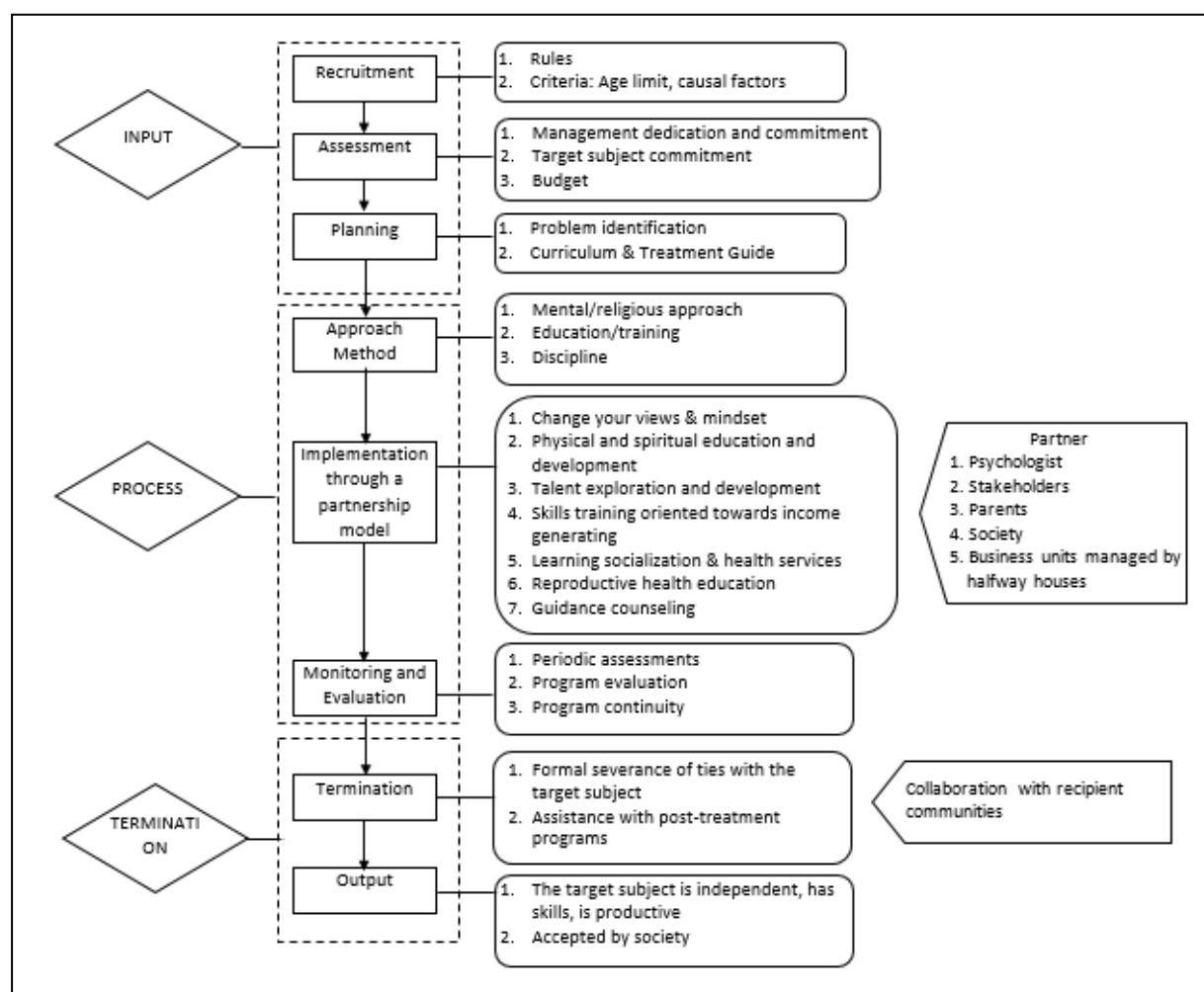


Figure 3. The stages of the education and empowerment service program at the halfway houses

Discussion

Based on this prototype, the stages of developing educational and empowerment service programs at halfway houses include input, process, and termination.

Input Stage

The input stage consists of recruitment, assessment, and planning. The recruitment process for street children to enter halfway houses needs to be tightened. If the rules for entering a halfway house are too loose, it is feared that the orientation of street children entering the halfway house is just to get the various facilities available at the halfway house, even though in fact the essence of them entering the halfway house is apart from being a temporary shelter, they can also gain experience and provisions skills and maybe even business capital so that they don't become street children again (Febiana, 2024; Pratama, 2022). Criteria for recruiting street children, for example, need to be done by setting age limits for children, factors causing street children (street children with certain factors, such as being neglected, economically limited, who can enter halfway houses) (Richterová, 2024).

Next, after the recruitment process is the assessment process. In this process, the dedication and professionalism of halfway house managers are very necessary to support the programs above. Halfway house managers must be truly resilient and have a strong work ethic. This is because handling street children requires a long process (Maulana et al., 2021). One year may not be enough to eradicate street children, but it requires a fairly long process. Furthermore, target commitment is also an assessment criterion, where only street children who have a high



willingness and motivation to change can enter a halfway house. Interviews need to be conducted as a form of assessment to determine the seriousness of the target in participating in the mentoring program. This is important because in the next stage, there are many things that must be completed by the target, so commitment and seriousness are absolute factors for achieving program success. The final assessment factor is budget. The halfway house must ensure that its budget is sufficient to implement the assistance program. So far, most halfway houses only depend on government subsidies. However, the small budget subsidy from the government is the reason why many halfway houses have to close down, and their activities have decreased. Therefore, halfway houses need to take the initiative to collaborate with the private sector. If the government experiences budget limitations, it can actually facilitate collaboration between halfway houses and private companies through CSR programs.

The process after the assessment is planning. After the street children/targets are officially accepted as residents of the halfway house, the management begins to identify problems with the targets. This needs to be done to determine alternative solutions that should be provided to overcome the problem of street children. The problem identification process can take place several times until sufficient complete information is obtained from the target subject. In the planning process, it is necessary to prepare a curriculum and guidelines for handling street children in halfway houses so that the program can be sustainable and can be right on target, as well as serving as a guideline for implementing halfway house programs.

Process Stage

The second stage in developing educational and empowerment service programs at halfway houses is the process stage. The process stage includes approach, implementation, monitoring, and evaluation methods. Approach methods include mental/religious approaches, education and training, and discipline. A religious mental approach through a family approach also allows halfway house managers to touch on improving the mentality of street children in more depth. Thus, the existence of a halfway house will support the effectiveness of handling street children. The model for handling street children must be guided by the principle that handling street children is not just about removing children from the streets, but must be able to improve their quality of life or at least be able to protect them from exploitative situations (Fitriani et al., 2023). As in the education and training approach, street children must be given education and skills to be able to gain access to resources. Mental development based on education and spiritual and physical development will make street children better prepared to face problems that occur in the surrounding environment, while also preparing them to be able to re-socialize with the surrounding community.

Education and training programs held in halfway houses must also be oriented towards changing the mindset of street children (Dzikril, 2022). There is no meaning in implementing educational programs, training, and economic capital assistance provided by the government if it is not followed by changing the views and mindset of street children. Education and training programs implemented in halfway houses must be directed at how to prepare children to work in the informal sector and small/medium businesses. Psychological approach methods are also important so that after completing their education and training from the halfway houses, street children are truly ready to be accepted into society (Ryandi, 2024).

In the disciplinary approach, street child managers need to apply a kind of punishment to street children who are disorderly and violate the rules set by the halfway house (Tsatsi, 2021). By accustoming children to be disciplined, it is hoped that the strong mental character of street children will be formed, and later, when they return to society, they will be able to comply with various rules and norms that have developed in society (Haning, 2019).

Implementation of the development of education and empowerment service programs at halfway houses is carried out through a partnership model. The success of coaching street children is also determined by the ability to change the views and mindset of street children from negative to positive. There is no meaning in implementing educational programs, training, and

economic capital assistance provided by the government if it is not followed by changing the views and mindset of street children. Apart from that, mental development based on education and spiritual and physical development will make street children better prepared to face problems that occur in the surrounding environment while also preparing street children to be able to re-socialize with the surrounding community (Chokprajakchat, 2021).

The mental development carried out should also be based on exploring and developing the talents of street children, supported by socialization, learning, and health services, so that it is hoped that it will have a positive impact on the formation of the self-concept of street children. Skills training oriented towards income-generating should be the mainstream in the process of handling street children in shelters, such as screen printing, motorbike, music, and computer repair training. To support these economically oriented training programs, there needs to be more serious management of the business units managed by halfway houses. The existence of these business units can become a training ground for street children in developing their businesses.

Reproductive health education programs must also be placed as an important part in handling street children in halfway houses. This is to anticipate sexual harassment and violence, easy targets for pedophilia sufferers, up to the level of abuse (Kharismawati, 2021). Guidance counseling is carried out as an alternative to implementing this psychological approach. Zastrow suggests that the counseling process must include several aspects, namely how to build a good relationship between the counselor and the client, identifying children's problems, and the escalation alternative solutions to overcome the problems of street children (Zastrow, 2004).

The success of handling street children carried out by halfway houses will also be determined by the synergy between halfway houses and partners (Sinambela, 2024). In order for the implementation of the development of education and empowerment service programs at halfway houses to run optimally, the implementation is based on partnerships and in collaboration with various partners, including psychologists, stakeholders, parents, the community, and business units managed by the shelter (Markami et al., 2021).

After implementation, the process stage is monitoring and evaluation. The purpose of monitoring is to observe developments and progress, identify problems, and anticipate/resolve them. Monitoring aims to obtain feedback on ongoing program needs and to identify gaps between planning and targets. By knowing these needs, program implementation can make adjustments by utilizing this feedback.

Monitoring and evaluation are carried out through regular program assessments, program evaluations, and program continuity evaluations. Assessments are carried out to determine the development of street children while participating in the program. Assessments are carried out on all aspects, including physical, mental, psychological, knowledge, skills and views and goals in life. The assessment is carried out by adjusting to the needs of each street child's condition. Evaluation of education and empowerment service programs aims to determine the level of success of the program using indicators prepared according to the criteria of each halfway house.

Continuity of programs, including skills training organized by halfway houses, is focused on follow-up by paying attention to the program's relevance to the world of work and market needs (Rohmah, 2023). This really needs to be done, considering the limited network that halfway house managers have with employers and the stigma that is often still attached to street children as children who tend to be naughty, so that many job owners are reluctant to use street children as workers. As a result, this program only stops when the skills-providing activities end. Street children who have been trained cannot be channeled into the job market, so many street children then end up on the streets again (Suryanto, 2017).

Termination Stage

After going through the input stage and the child handling process stage, the next step is the termination stage (Lee, 2023). This stage is the stage of formal "termination" of relations with the target community. This stage is ideally carried out when the target community (in this context, street children) is considered capable of independence (Setyowati et al., 2021). In this context,

there needs to be uniformity regarding indicators of success in handling street children. The government can determine indicators of this success based on input from halfway house managers.

This assistance after formal termination of relations needs to be carried out continuously until the community is able to become independent. Officers continue to provide assistance during the process of returning street children to society to avoid rejection from the community and ensure that street children are independent. Officers should leave the community slowly and not suddenly. This needs to be done so that the target community does not feel abandoned unilaterally and without being prepared by officers.

The expected output from the development of education and empowerment service programs at the target halfway house is that street children can be removed from the streets, becoming independent, skilled, and productive individuals. It is also hoped that street children who have participated in the assistance program provided by the halfway house will be well received by the community (Darmayanthi & Kurniawan, 2021).

CONCLUSION

The existence of halfway houses needs to be optimized as the spearhead of handling street children. To realize this, there needs to be an effort to improve the model of handling street children. The results of this study produced a prototype model of education and empowerment services at halfway houses through the input, process, and termination stages. Based on the results of the validity test through expert judgement, it was concluded that the resulting prototype model was feasible to use with a very good feasibility category. After carrying out the trial stage, product practicality testing was carried out, with the results of the analysis showing that the prototype model produced was practical to use in a very practical category. In addition, the education and empowerment service program uses a partnership and collaborative model with various parties. Through efforts to improve the management model of the halfway house, it is hoped that it can optimize its role as the spearhead of handling street children. The implication of this research is that through efforts to improve the management model of the halfway house, it is hoped that it can improve the quality of management and service of the halfway house, so as to optimize the role of the halfway house as the spearhead of handling street children. The limitation in the implementation of the research is that the analysis of data needs is only sourced from halfway houses in the Special Region of Yogyakarta, which, in fact, are mostly shelters for street children. Therefore, further research is needed related to the education and empowerment model in halfway houses outside Yogyakarta, as well as the more diverse character of the assisted children.

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