



Asian Social Work Journal (ASWJ)

Volume 2, Issue 1, September 2017

Journal home page:
www.msosocialwork.com

The Implementation of Social Work Practice with Children in Indonesia (A Case Study of Social Work Practice with Children by Social Workers)

Elly Susilowati¹, Krisna Dewi¹, Meiti Subardhini¹

¹Bandung College of Social Welfare, Indonesia

Correspondence: Elly Susilowati (ellya_stks@yahoo.com)

Abstract

This study aimed at examining the implementation of social work practice with children in Indonesia. The research used qualitative method with a case study on nine informants who were Social Workers carrying out the task of handling children cases in the city of Bandung, Indonesia. The results showed that Social Workers had started to implement social work practice with children in handling 44 cases of children, but, according to social work practice standards with children as defined by NASW (2013) and based on pragmatic perspectives of social work with children according to Petr.CG 2004), it was not optimal. The implementation of social work practice with children was seen from aspects of practice: 1) building relationships with children should had been done with a consideration to the children's ages; 2) assessment with children should had already used 'tools' assessment; 3) preparation of intervention plans was less involving children and families; 4) interventions was less responding to the needs of children and less applying behavior change techniques; and 5) the evaluation had not been implemented and supervised. Based on the research findings it is recommended for: 1) Training Center to provide training on the perspective of social work practice with children for Child Social Workers; and 2) Directorate of Child Welfare of the Ministry of Social Affairs to facilitate the implementation of supervision on child social work practice by supervisors; 3) Child Study Center to conduct further study on child social work practice based on clusters of child problems.

Key words: implementation, social work practice, children

Introduction

The contribution of social work practice with children in Indonesia is increasingly recognized in programs addressing issues regarding to children's social welfare. One of them is, since 2010, professional social workers have started to be involved as companion in Children Social Welfare Program (PKSA) for handling problems of social welfare facing children. The objective of the involvement of Social Workers in PKSA is to manage services in term of child welfare more professionally in accordance with the rules of social work practice. Webb (2009) in his Social Work Practice with Children explained that the role of the social work profession can help to overcome the problems faced by children and families. Children's issues should receive special attention both as individuals, family members, as well as parts of their social environment. Therefore, social workers working with children need to have practical skills, special knowledge, principles and ethics that are different from those of adults (Webb, 2009).

The involvement of professional social workers in the handling children's problems has also been strengthened by the existence of policies, such as: 1) Law No. 11 of 2012 on Juvenile Justice System (SPPA) where in Chapter 1 article 1 point 14 it is explained that Professional Social Workers is a person who works, both in government and private institutions, who has the competence and profession of social work and awareness in the social work obtained through education, training, and / or experience of social work practice to perform the task of service and handling of child social issues; 2) Regulation of the Minister of Social Affairs No. 30 / HUK / 2011 on Childcare National Standards for Child Social Welfare Institutions which requires the involvement of Social Workers to conduct assessments on the process of receiving children who need alternative care in Child Social Welfare Institutions; 3) Decree of the Minister of Social Affairs Number 15 A / HUK / 2010 concerning General Guidelines for Child Social Welfare which stipulates that Social Workers as Program Companion.

The professional social workers involved as counselors in the Child Social Welfare Program (PKSA) are called Social Workers Working Unit (herein after referred to as *Sakti Peksos*). The involvement of *Sakti Peksos* in PKSA has been running since 2010 until now. The number of *Sakti Peksos* involved as PKSA assistants until 2015 amounted to 670 people to assist 175,611,000 people with social welfare problems (Directorate of Child Welfare of the Ministry of Social Affairs of the Republic of Indonesia, 2014). The task of *Sakti Peksos* written in the manual of *Sakti Peksos* published by the Directorate of Child Social Welfare Services in 2011 is to assist the implementation of PKSA to overcome the problems of children and their families and to utilize various sources at individual, family, institution / organization and community levels. The task is carried out by implementing methods, techniques, social work skills and social work ethics.

Referring to the manual of *Sakti Peksos*, *Sakti Peksos* is required to carry out professional work practices. However, the manual has not described in detail about social work practice with children. The National Social Workers Association (NASW) in 2013 has set guidelines on Social Work Practice Standards with Children covering: 1) To demonstrate a commitment to the values and ethics of social work; 2) To have the qualifications, knowledge, and practical requirements related to the practice with the children. Qualifications of Social workers include social work education background from bachelor or master degree, mastery of the knowledge of the theory related to child welfare and child welfare legislation; 3) Professional development of Social Workers working in the field of child welfare in which the Social workers should continue to strive to develop knowledge and skills to be able to provide services to children, youth and their families appropriately; 4) Advocacy: Social workers working in the field of child welfare make advocacy efforts to bring about changes in the source system so that the source system can provide better services to the children and their families; 5) Collaboration: Social workers working in the field of child welfare should be able to engage in interdisciplinary and interorganizational collaboration to support, improve, and deliver effective services to children and their families; 6) Keeping records and confidentiality of client's information. Access to information about clients needs to be safeguarded. Records must be maintained in accordance with applicable regulations; 7) Cultural competence. Social workers should continuously strive to develop specific knowledge and understanding with respect to resources appropriate to the culture of the child and his family; 8) Assessment. Social workers in the field of child welfare need to conduct a comprehensive preliminary assessment on the child and his / her family system to gather important information. Assessment needs to be done to formulate a service plan for the child and his / her family. Social workers should understand and recognize the protective factors and individual and family risk factors, the ability to increase their functions in protecting and caring for their children. Social workers should also be able to understand personal, familial and social factors that can negatively affect family sources to care for their family members. Social workers also need to identify and improve the use of preventive and supportive services, including identifying informal support to strengthen and improve the functions of families so that children are not placed in child care institutions. Since the role of social workers includes the protection for children, they are required to protect children by using existing legal processes; 9) Intervention. Social workers must remain to practice. Intervention is designed to improve the positive condition of client and involve the child and family, other team members, school officers and appropriate service providers. Interventions should be based on sustainable assessments, objectives, evaluation methods, and outcome criteria. Social workers

must be confident that the child's needs can be met. The implementation of a service need should be flexible and tailored to the changes that occur in the child and family, the response to the intervention, the improvement of social worker understanding about child and community welfare system. Social workers need to encourage the involvement of children and families, try to find input and feedback from children and their families to get the same understanding. Social workers, in the intervention, need to monitor and document the progress of children and families and evaluate the outcomes of interventions; 10) Family engagement. Social workers need to involve families as partners in the processes of assessment, interventions and reunification efforts; 11) Child Involvement. Social workers must understand and recognize the abilities and strengths, special needs of the child in connection with the development of personal skills and life. Social workers should implement preventive strategies and intervention tailored to the child's development. Social workers should reward children and support larger children in developing decision-making skills, achieving goals and gaining success; 12) Permanency Planning. Social workers may need to place a child outside of his or her family when the child can no longer live with his / her family safely. Social workers need to make child placement plans in other families that can provide a sense of comfort and safety (for example in the care of relatives, foster care or group home). However, social workers should also with children identify and maintain relationships with family, friends or other individuals who are closely related to them, unless there is a prohibition from the legal aspect. 13). Supervision. Social workers working as supervisors have a responsibility to foster development and maintain a positive work environment in order to facilitate the development of social worker skills, create a sense of security and ensure the implementation of quality services to clients; 14) Administration. Social workers who act as administrators should enhance organizational culture that can support effective delivery of services to children and their families and create an environment for supervision and professional activities.

Meanwhile, Petr.CG (2004) suggested that in engaging in employment practice with children and families, it is necessary to take into account eight (8) pragmatic perspectives of integrated social work, namely: 1) combating adultcentrism, that is, practicing with children needs to oppose adults' perspectives, so there is no bias in understanding and working with children; 2) Family-centered practice, where Peksos also involves families and families to be the center of attention in the process of helping children; 3) Strengths perspective. Practice with children and families needs to pay attention to the strengths (potencies); 4) Respect for diversity and difference. In social work with children, diversity of ages, races, cultures, genders, sexual orientation and / or disabilities is respected. 5) Least restrictive alternative-LRA, that is, the principle that tries to get the children out of their family and seeks for alternative care for children who have parenting problems; 6) Ecological perspective, that is, the perspective that children and families are in a social environment in which they interact and are influenced by. Ecological perspective is applied in the use of, among others, ecomaps, case management, engagement of community and owners of life and problems and advocacy for system change; 7) Organization and financing, that is, the service system for children and families should be accessible, efficient and provides maximum results and benefits; and 8) Achieving outcome, that is, service delivery which focuses on the results to be achieved. Measurement of outcomes is important in maintaining the accountability of the program to the beneficiaries and the community at large.

The implementation of standards and the use of perspectives in social work practice with children can underlie the application of social work practice to handle child social welfare issues. Efforts to increase the capacity of *Sakti Peksos* have also been undertaken by the Ministry of Social Affairs through a Guidance and Consolidation program once a year. However, based on the results of supervision, monitoring and evaluation of PKSA, it was shown that *Sakti Peksos* has been able to handle some cases of children and access to sources of social service for children. On the other hand, social work practice of *Sakti Peksos* in handling children in PKSA has not been done appropriately to the standard of social work practice with children, such as; 1) *Sakti Peksos* works more in administration field or 'cashier' for disbursement of PKSA assistance; 2) does not make any record of cases; 3) does not do the assessment comprehensively as stipulated in child and family assessment standards or framework assessment (Department of Health: 2000); 4) does not complete the process of professional help to children. While the development of child cases is increasing both in quantity and quality.

Bandung is one of the areas that get PKSA and has placed 11 Professional Social Workers to handle social issues of children which are reported and referred to Department of Social Services of Bandung. Two Social Workers are from the Child and Family Support Center (PDAK) Save the Children. Social Workers of Department of Social Services of Bandung have supported the implementation of social work practice with children which is indicated by the conference addressing cases of handling children even if only for complex cases. In addition, since 2011, Department of Social Services of Bandung has also cooperated with PDAK Save the Children so that the Department gets support from one supervisor person that is senior case worker to supervise social worker in handling children, although has not done intensively yet.

Based on the background of the problem, the researchers were interested to examine social work practice with Children by child social worker in Bandung City. The problem in this research was "How is the implementation of social work practice with children in Department of Social Services of Bandung?" Furthermore, this research was focused on: 1) How is the practice of establishing relation of help with child which is done by Social Workers?; 2) How is the practice of assessment with children conducted by Social Workers in PKSA program?; 3) How is the practice of making intervention plans with children by Social Workers?; 4) How is the practice of implementing interventions to children conducted by Social Workers?; 5) How is the practice of evaluating child case management?; and 6) How is the practice of evaluation, termination and reference.

Research Method

This research used qualitative method, with case study as its research type. The main informants of this study were Social Workers consisting of 7 *Sakti Peksos* (assigned by the Ministry of Social Affairs) and 2 Case Workers (who were assigned by PDAK Save the Children), Supervisor and Official of Department of Social Services. These informants were determined purposively, with the criteria of those who had been and were handling the cases of children in Department of Social Services of Bandung. Data collection techniques which were used in this study were in-depth interview, observation and documentation study. Sources of data used in this study were: *firstly*, Primary Data Source, that is, data source taken from direct informant, that is, Social Workers, Supervisor and official of Department of Social Services of Bandung; *secondly*, Secondary Data Sources were data sources obtained from documentary studies such as Social Worker reports, activity photos, and research-related books. The design of inspection of data validity was done by extending observation, increasing persistence, triangulation, reference adequacy, detailed description and audit. The design of Data Analysis was done by Unit process (Unityzing), categorization and data interpretation.

Result and Discussion

Characteristics of Informants

Those who became informants in the study were amounted to nine social workers consisting of two men and six women aged between 29 and 38 years old. They had been Social Workers for between 3 and 5 years. Their educational backgrounds were Social Work, eight of them had taken a subject about childhood studies Sekolah Tinggi Kesejahteraan Sosial (Social Welfare College). This was in accordance with the standards of child social welfare workers of the NASW (2013) that Social Workers working with children must have a Bachelor degree in Social Work and a qualification of knowledge about child social welfare. To strengthen the qualifications in child social welfare, all informants were social workers had been trained in child-care management and Good Parenting by Save The Children. Meanwhile, those who had received capacity building related to child social welfare program were as many as seven *Sakti Peksos*.

Research Results

Social work practice with children by informants is based on the stages of social work practice that begins with building relationships, assessments, intervention plans, intervention implementation and the evaluation stage. Here are the findings of research on the practice with children conducted by Social Workers either Sakti Peksos or case workers.

The Practice of Building Relationships with Children.

All informants have done the practice of building relationships with children and families by visiting children's homes, familiarizing themselves as older siblings and friends, inviting to play and accompanying learning, listening well and accepting vent and not reviewing stories of unpleasant events experienced by children cases of child victims of violence). Approach to children conducted by informants.

The Practice of Assessment with Children

Basically, the assessment process is a continuation of the previous process, so the informants feel that success in building relationships will facilitate the implementation of the assessment process. Assessment with children and families is a major issue in social work practices with children (Holland, 2004), because assessment is the basis for knowing the needs of and risks to children, so that interventions can be bestowed to children appropriately. To understand children's problems, all informants already have assessment instruments for children and families, including the use of assessment tools. The application of the process of assessment practice with children conducted by informants was as follows:

- i. Establishing Contract with child clients. Two informants suggested that prior to an assessment with a child, there should be an earlier agreement or contract with the child about the time and place to engage in 'chatting' or an interview with the child regarding the issue and needs of the child. This was as one informant puts it "... in an assessment, it is needed a contract between me as a social worker with a child ... this was done as a basis for conducting further assessments" (informant ED);
- ii. Filling children's and families' facesheets as the instrument referenced from the book Case Management for Children and Families issued by Save the Children. This instrument was also used by *Sakti Peksos* as they also attend case management training with Save the Children;
- iii. Creating a comfortable situation. Two informants expressed the importance of creating a comfortable situation when assessing children. In addition to the comfortable situation, it was also suggested by one of the informants to suggest that in conducting the assessment "... an assessment technique that does not cause child saturation" is needed;
- iv. Conducting initial and advanced assessments. Two informants who had been dealing with cases of children facing the law suggested that they did the initial and advanced assessments. Information required in the initial assessment related to the identity of the child and described the chronological outline of the child and the case, whereas the advanced assessment was undertaken to explore the child's problem in depth, such as: "... a further assessment to find out more completely the problems of the child and his family ..." (informants RS and EN). Furthermore, RS accompanying the child facing the law suggested that to complete the data in this advanced assessment, social workers also seek information from other parties such as the police, witnesses, or BAPAS;
- v. Making inform consent. Only three informants mentioned the importance of the child's approval for a more in-depth assessment. '... this inform concern also relates to the approval of the child to be photographed: '... is the child willing to be photographed or not';
- vi. Using assessment tools such as Genogram and Ecomap to view family and child relationships. The use of assessment tools was more practical because there was drawing element, so the child was not interviewed. The genogram assessment tool was used to obtain information on genealogy and family conditions of the child. While ecomap was used to dig out information about who are the child's relations and what are the relationships between them. Another assessment tool used by Social Workers was *Life history*, namely, 'they write the story they

- experienced then they give it to us'. Life history assessment tool was used primarily in adolescents who wanted to tell a pleasant experience and sad condition issues. With the use of this assessment tool social workers were informed about violent issues or risky situations experienced by children;
- vii. Assessment location. The place that became the location of assessment to child was in the child's house and child's activity such as in the playground or in the shop where the child got snacks. This place was also a comfortable place where children can freely express their opinions;
 - viii. Assessment skills. All informants suggested that the skills used in the assessment were interviewing skills, speaking skills with children, being a good listener, able to observe behavior and the surrounding environment and skill of using assessment tools such as genogram. Only one informant suggested that the necessary assessment skill was 'the skill of making an assessment instrument'. While there are informants who suggested the need for skills about Differential Diagnosis, Partialization and Focus:
 - ix. Obstacles in conducting assessment with children. Almost all informants complained about the obstacles in performing assessment such as: a) It is difficult to get children interviewed, "..... for the child I assist, when I was interviewing, they preferred to beg in the stop lamp" as stated by informants HM who has experience handling cases of street children. b) The child refused to be interviewed, so we invited them to chat while playing. c) Limited assessment time. d) Making assessment report. One informant suggested that the reporting process was important in the assessment process with the child, so that at the time of the implementation of the assessment, works should done by social workers' were: "to note key points obtained in information extracted, to pour the results of the assessment on the child and family into the facesheets of children and families and make a report of the results of the assessment" (one of the informants); e) Doing assessment to the family without involving the child. To grasp the condition of the family, *Sakti Peksos* explained that in doing the assessment, they can only chat with the parents without involving the child.

The practice of making intervention plans with children and families

All the Social Workers who were Informants suggested that they had made intervention plans for handling child cases. However, all informants did not indicate records of intervention plans for each case of children handled (documentary study results). The implementation of the practice of making intervention plan undertaken by the Social Worker informant was as follows:

- i. *Studying and analyzing assessment results.* Assessment data was studied and analyzed in terms of child development and child needs. Accessible sources were also analyzed;
- ii. *Determining the priority of the problem.* This was recognized by two informants who still had difficulty in determining the priority of the problem especially for complex problems. The effort usually made was discussion with children, family, institutions and supervisor, that is, senior case worker;
- iii. *Conducting Case conference.* Only one informant suggested the use a medium of case conference in the practice of problem-solving plan. Those involved in this case conference were children, families, institutions, and other sources of assistance in this case conference including senior case worker as supervisor;
- iv. *Depending on the authority and "interest" of the Institute of employment.* Three informants suggested that social workers did not have the absolute authority to devise an intervention plan, because those with authority were the institutions in which the social workers were placed.
- v. This caused the social workers can not practice professional or apply the best interest principle to the children;
- vi. *Less involvement of children and families.* Three informants had involved children and families in the process of developing an intervention plan. Practice in this case was to discuss and ask the children about their ability to intervene. But there was one informant who suggested no need to involve children, because children often disagree;
- vii. *Families were less involved in problem-solving plans.* Two informants also suggested not involving the family as said' ... a family, if being involved, often ask many things, whereas our

time was so limited. So, relating to the PKSA program, if we had assessed the child what he needs, we then recommended the plan for fulfilling the needs’;

- viii. Aspects that were planned are, among others, to determine the time and place and budget cost (one informant).

Intervention Implementation Practice

Six informants suggested that the practice of implementing interventions carried out in the handling of cases was in accordance with the intervention plan. However, three other informants who were Sakti Peksos did not intervene in accordance with the intervention plan, because they were more oriented towards the implementation of PKSA programs, that is, giving nutrition and birth certificate. The practices of intervention conducted by Social Workers, among others, are

- i. *Coordination* with institutions and related parties in accordance with the child's case. For example, to handle cases of child as victim of violence, Social Workers made coordination with the police and psychologists for counseling related to child trauma;
- ii. *Conducting individual and group interventions*. Individual interventions, such as counseling and motivation were for changes in child behavior, while group interventions were conducted with group media including parent groups to provide strengthening of good parenting;
- iii. *Providing reinforcement to children* by providing training for them, teaching , empowering and accompanying them;
- iv. *Working with families*, by: preparing families, strengthening families about parenting and about communicating with children;
- v. Establishing cross-professional cooperation to help handling children whose complex cases. For example, in handling cases of traumatized victims of sexual violence, here Social Workers worked with Psychologists, Psychiatrists and Doctors.
- vi. Conducting psychosocial therapy (one informant) for children who experienced psychosocial
- vii. Assistance for cases of children facing the law.

However, informants also complained that children and families were sometimes difficult to change, because some family factors were less supportive for change. Informants also complained about the lack of supervision in the implementation of the intervention, in addition to the number of children to be accompanied was not equal to the number of Social Workers. Nevertheless, Supervisor assigned by Bandung City suggested he only responded what the problem facing Social Workers. Requirements within the source system were often also an obstacle to children in conflict with the law in reaching such a necessary service (raised by one informant), as well as the difficulty of permits and differences of views with the agency in the intervention process. One informant did not intervene in the case handled due to the obstacles, so the handling of the child case was not complete. In the practice of intervention, social workers paid attention to some values of social work practices such as confidentiality, respect for the dignity of children and acceptance. The value that was also considered in the implementation of social work practice with children is to pay attention to the principle of children's rights that is oriented to 'best interests for children'.

a. The practice of termination and referral

Termination means discontinuation of service performed by social workers in handling child case. The termination practices undertaken by social workers in child cases were: 1) the child receiving the program was no longer in accordance with the criteria determined by the program, such as age exceeding 18 years (for Child Welfare Program); 2) ensuring the fulfillment of the child's needs; 3) providing information to the child and his family about the reasons of termination; 4) visiting the family home of the child and explaining the termination of service; 5) introducing the child to the referral institution; f) asking the child about his willingness to be referred.

b. The practice of evaluation

All informants argued that the child case handling process needed to be evaluated to determine the success of the service. The evaluation steps undertaken by informants were generally almost the same, although there were informants who described the evaluation activities had been done without clear stages. As one informant pointed out that evaluation activities were conducted by, firstly, reviewing the objectives of the intervention, followed by preparing the measuring tools". Evaluation practices undertaken by informants during this time were: 1) requesting feedback from children and their families; 2) asking parents to report about the outcomes of the intervention to the Social Worker; 3) discussing and providing information; 4) evaluation at each stage by meeting with family; 5) using knowledge and skills on case management, child development and change indicators.

Based on the results of findings on the field in the Implementation of Social Work Practice with children which have been done by Social Workers either *Sakti Peksos* or Case Worker, in detail can be explained as follows:

- a. Those who became informants in this research, seven of them had become *Sakti Peksos* for more than three years and had worked in Child Welfare Institution (LKSA) as the working partner of Directorate of Social Welfare of Children of the Ministry of Social Affairs of the Republic of Indonesia. This indicates that they already had experience in social work practice with children and families. Their expertise was also gained from the guidance and consolidation of the Ministry of Social Affairs on the Implementation of PKSA as well as trainings from Save the Children on Child Case Management, Good Parenting and Permanency Planning. This is in accordance with NASW Standards (2013) on Social Work Practice Standards with Children that Child Social Workers need to increase knowledge of professional development of Social Workers who work in the field of child welfare, meaning that Social workers should keep trying to develop knowledge and skills to be able to give serviced to children, youth and their families appropriately. But due to the knowledge they had at that time in doing social work practice, they had not mastered especially related to social work practices with children. Malcompayne (2005) suggested that to do social work practice should understand the theories of the three components were social work practice, about clients (children and families) and institutions (LKSA). However, they already had basic knowledge such as about the practice of social work in general and the development of children. Specifically, however, they did not adequately explain the underlying knowledge of their practice with regard to: 1) Social work theory, values and methods for social work practice with children; 2) understanding of applicable laws and policies relating to the handling of children and families; 3) safeguarding and child protection; 4) recording (Unwin & Hogg, 2012); and a pragmatic perspective of social work practice with children and families as suggested by Petr (2004).
- b. Social work practice with children has been demonstrated by Social Workers through:
 - i. *Establishing relationships with children.* Most of the informants as Social Workers in the application of establishing relationships with children have been paying attention to aspects of children development and situation when they work with children such as: paying attention to the comfort of the children and their ages. Social Workers have applied knowledge about the importance of paying attention to children's ages according to their development in practice of establishing relationship with them. That is as stated by Webb (2009) and Unwin & Hogg (2012) that children development is a basic knowledge should be understood by the Social Workers in working with children. The implementation of knowledge of child development in the practice of establishing relationships with children is in accordance with the perspective of combating adult-centrism that must adapt to children's perspective and ages, make children comfortable, make conversation relaxed and make honest relationship (Petr, 2004). Implementation of this practice with children will make it easier for Social Workers to carry out the next stage. Almost all informants develop their communication skills when establishing relationships with children. Communication developed between them is, among others, to use language that is easy to understand and

- adapted to the stage of children development. Social workers also demonstrate their commitment to provide professional help to children in accordance with the values and ethics of Social Work (NASW, 2013).
- ii. *Assessment - Sakti Peksos*, in terms of assessment were still fixated on the provided instruments such as child's facesheet and family facesheet and/or instrument in PKSA program, so that the data collected are not comprehensive in accordance with the framework for the assessment of children in need and their families by the Department of Health (2008) and Holland (2011). To conduct assessments with children and families, aspects to be assessed include: aspects of children development, parenting aspects and aspects of the family and its social environment. Social workers were also less understanding and recognizing protective and risk factors relating to the children and families, as NASW (2013) points out on standards of social work practice with children. Nevertheless, some *Sakti peksos* have also applied the principles of social work practice by contracting children using informed consent before conducting the assessment. They have also used assessment tools such as genogram, ecomap and life history. These make it easier to extract information from the children. However, they lack adequate supervision from supervisors so that they sometimes experience difficulties when there are barriers to working with the family. Barriers to this process will affect the next stage of social work practice. While the standards of Social Work Practice with Children suggests that consultation with supervisors and intervening immediately to address extreme conditions that can guide child protection efforts (NASW, 2013). Several informants have practiced assessment tools, such as genogram, ecomap and life history. However, in the report of the results of the assessment are not documented. The importance of the assessment report is only informed by one informant, while reporting or recording is an important aspect of the implementation of social work practice with children (Holland, 2004; Unwin & Hogg, 2012; NASW, 2013).
 - iii. *Intervention Plan* - Some *Sakti Peksos* have not been skilled in determining the priorities of the problems and needs. This affected the preparation of intervention plans. This was because Peksos lacked comprehensive information, including risk factors for children and resources that could be used as services to be made in the intervention plan. Some informants of Peksos experienced conflict between children interests with institution's interests where Social Worker worked, because the institution had institutional job targets. This made the social workers can not apply the principle of fighting for the best interests for children. Practice of involvement with children and families in the preparation of intervention plans was still less. While the involvement of children and families in the Social Work practice process, including the planning process, became important (Petr, 2004; Unwin & Hogg, 2012; NASW, 2013).
 - iv. *The practice of intervention* - The implementation of intervention conducted by Social Workers in Bandung has been done by Social Workers either to children, family or cross-professional works. However, some interventions are heavily dependent on the PKSA policies and guidelines from the Ministry of Social Affairs. While some Social Workers also did not conduct continuous assessment, so did not meet the "real needs" of children. The implementation of the need for service should be flexible and tailored to the changes that occur upon the children and the families (NASW, 2013). Social workers here also have not been able to ensure that the needs of children are based on the development of child problems. The involvement of children and families in the intervention process is crucial in the intervention process (Petr.C.G 2004 and NASW 2013), but *Sakti peksos* have not been able to encourage the involvement of children and their families in the intervention process. Social workers are also lacking in using Strengths perspective on children and families in the intervention process.
 - v. *Evaluation, Termination and Referral* - Social workers here were still less attention to achieving outcome in terms of service delivery with children since by they had less authority from institutions where they worked (Petr, 2004). This made *Sakti Peksos* not be able to make measurement tools as an evaluation tools in maintaining program accountability to children as recipients of services.

Conclusions

The implementation of Social Work Practice with Children in the Department of Social Services of Bandung City has been started by Social Workers, but still not maximal according to Standards of Social Work Practice with children based on NASW (2013). It also has not referred to the perspective of social work with children as stated by Petr.CG 2004 and has not been effective yet as stated by Unwin & Hogg, 2012. *Sakti Peksos* were less able to develop social work practice because of its dependence on the policies of the institution in which they worked and the lack of supervision from the senior social workers and the lack of capacity development from the institution for social work practice with the children. From these conclusions, the recommendations suggested are as follows: *firstly*, the need for standards of social work practice with children in Indonesia; *secondly*, Department of Social Services of the City in collaboration with Social Work Education Institution or Child Learning Center STKS to supervise the implementation of social work practice in handling child cases in Bandung; *thirdly*, the strengthening of *Sakti Peksos* on the perspective of social work practice with children; and *fourthly*, increasing the guidance of the Ministry of Social for LKSA about the authority of *Sakti Peksos* to implement social work practice with children.

References

- Cole, M., Cole, R.S. & Lightfoot, C. (2005) *The Development of Children*. Fifth edition. New York . Worth Publishers.
- Bogdan, Robert and Steven .J. Taylor. 1975. *Introduction to Qualitative Research Methods : Adaptasi Phenomenological Approach to the Social Sciences*. New York: Wiley.
- Bowlby, J. MD (1984). *Attachment, Separation and Loss*.
- Department of Health (2008). *Framework for the Assesment of Children in need and their families*.
- Directorate of Child Social Services of the Ministry of Social Affairs (2011), *Sakti Peksos Pocket Book*
- Dubowitz, H. & Depanfilis, D. (2000). *Child protection practice* . London. Sage Publication
- Frost, N.& Parton, N. (2009). *Understanding children's social care. Politics, Policy and practice*. Sage
- Hallahan & Kauffman. (1991). *Exceptional Children: Introuduction to Special Education*. New Jersey:Prectice Hall.
- Hepworth D.H. dan Larsen. (1993). *Direct Social Work Practice, Theory and Skill*, Pacivic Grove,,: Book / Cole.
- Holland, Sally (2004). *Child and Family Assessment in Social Work Practice*. London. Sage Publication Ltd.
- O'Loughlin, M & O'Loughlin,S. (2008). *Social Work with Children & Families*. Mixed
- Sources Padgett, Deborah K. (2008). *Qualitative Methods In Sosial Work Research, Second Edition*. California. Sage Publications, Inc.
- Padgett, Deborah K. (2008). *Qualitative Methods In Sosial Work Research, Second Edition*. California. Sage Publications, Inc.
- Petr, Christopher , G. (2004). *Social Work with Children and Their Families*. New York. Oxford University Press
- Ministry of Social Affairs - Directorate of Child Social Welfare (2011), *Report of the Evaluation of the program of children-with-disabilities social welfare*.
- Ministry of Social Affairs (2011). *Guidelines for Child Welfare Program*.
- Malcompayne (2005). *Modern Social Work Theory*. Palgrave Macmillan
- National Association of Social Worker (2013), *NASW Standards for Social Work Practice in Child Welfare* . Washington DC. Socialworker.org
- Rose, S,R. & Fatcut, M.F. (2003). *Social Work Practice with Children and Adolescent*. Boston. Allyn and Bacon
- Santrock. J.W. (2011). *Child Development Period*. Jakarta. Salemba Humanika
- Sugiyono (2009). *Quantitative and qualitative research methods. Bandung,and R & D*. Bandung: Alfabeta
- Law No. 23 of 2002 on Child Protection

- Unwin, Peter & Hogg, Rachel (2012). *Effective Social Work with Children and Families. A Skill Handbook*. London. Sage Publication
- Webb Boyd, Nancy (2009) *Social Work Practice with Children*. Pustaka Societa