

Compassion Education in Guarding Children's Psychological Development in Orphanages

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Abstract

This study aims to analyze the impact of compassion-based education on the psychological development of children in orphanages. This research uses a type of field study research with a qualitative approach. This research was located at the Putri 'Aisyiah Orphanage Yogyakarta. Research data were obtained from observations, interviews, and required documents with 3 informants, namely the management of the *panti*, the foster parents, and *musrifah*. The collection of research data was carried out In the first stage, the selection of the location of the orphanage and the identification of the main participants, caretakers, foster parents, and *musrifah*. Data collection was conducted through three main methods: in-depth interviews, observation, and analysis of documents such as caregiver diaries and child development reports. The next stage is the data coding process, where the collected data is transcribed and encoded thematically. Each data segment is categorized based on indicators of compassion, such as emotional attention, psychological support, positive interactions, and fulfillment of basic needs. Next, thematic analysis is conducted to find patterns and relationships between themes. These findings were verified through data triangulation by comparing results from interviews, observations, and document analysis. This process ensures consistency and increases the validity of findings at the final stage, interpretation, and conclusion. The thematic analysis results were interpreted to assess the effectiveness of compassion education in orphanages. The conclusion shows that children who still struggle to obey the rules and daily activities in the orphanage have successfully implemented compassion education. There needs to be a more comprehensive understanding of foster parents so that children in orphanages can grow up psychologically healthy.

Keywords

Compassion Education; Psychological Development; Orphans; Orphanages

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1. INTRODUCTION

The psychological development of children is one of the essential aspects that determine their quality of life in the future (Prastiti & Rohmah, 2023). Every child has the right to an environment that optimally supports their mental and emotional development (Purnomosidi et al., 2023). However, orphanage children often face unique challenges affecting their psychological development



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(Rahmatullah et al., 2023). This condition includes limitations regarding individual attention, emotional support, and the opportunity to form a stable bond with the primary caregiver (Gui et al., 2020).

Children in orphanages often experience trauma or loss, such as the loss of a parent, violence, or neglect, before they enter the orphanage (Aziz & Rahmatullah, 2022). These experiences can lead to psychological problems such as anxiety, depression, behavioral problems, and difficulties in forming healthy relationships with others (Maulida & Ramadhan, 2022). Therefore, the orphanage environment, which should function as a place of refuge and recovery, must also provide adequate psychological support for these children (Harjanti, 2021).

Orphanages become homes for children who have lost parents or are neglected, creating an environment where the child's well-being and development are the main focus (Setianingsih et al., 2021). Child education in orphanages imparts knowledge and creates a solid emotional foundation for holistic growth and development (Solikhah et al., 2023). In this context, compassion-based education is emerging as a promising approach to providing the necessary support for children in living their growth period (Rahmatullah, 2021).

Children in orphanages often have experienced profound loss and may have experienced emotional trauma (Aziz et al., 2023a). Therefore, compassion education understands the need to create an environment that provides formal education and responds to the emotional and psychological needs of such children (Ristanti, 2019). By aligning formal education with aspects of compassion, orphanages can become places where children feel accepted, safe, and supported in every aspect of their lives (Maryanti & Lestari, 2020).

Orphanages are unique environments that shape children's development (Aziz & Rahmatullah, 2022). These children often have experienced neglect or loss of parents, thus requiring special attention and assistance to ensure their optimal well-being and development (Aziz et al., 2023b). One approach emerging as a potential solution to meet the needs of these children is the adoption of compassion-based education (Neff et al., 2021).

Compassion-based education is about delivering information and involves emotional interaction and personal attention to children's needs (Sambira & Rosmi, 2021). Compassion in this context includes security, attention, empathy, and appreciation for everyone (Arif, 2021). Education provided with compassion is expected to create an environment that supports the holistic growth and development of children in orphanages (Melani, 2024).

According to a meta-analysis study by Children's Service, children in orphanages are 2-3 times more likely to experience depression and anxiety compared to children living with their parents (Boadu et al., 2020). Because they often experience the loss of parents, lack of strong emotional ties, limited social support, social stigma, uncertainty of the future, lack of adequate activities, and less supportive environmental conditions (Ilmi, 2021). This is because they often experience the loss of parents, lack of strong emotional ties, limited social support, social stigma, uncertainty of the future, lack of adequate activities, and less supportive environmental conditions (Duggal & Wadhawan, 2021).

A study found that 80% of children in orphanages have experienced trauma, such as abandonment, abuse, and the loss of a parent (Arlene et al., 2022). In addition, a study at Gadjah Mada University in 2019 found that 20% of children in orphanages in Yogyakarta had behavioral disorders (Maulida & Ramadhan, 2022). Children in orphanages have conduct disorders and trauma because they often experience the loss of a parent, exposure to traumatic experiences, as well as a lack of consistent emotional attachment and support from caregivers (Murfield et al., 2020).

The initial observations of researchers showed that the implementation of parenting only applied familiar and child-friendly caregivers; there was no care based on affection education. This is evidenced by the programs implemented in orphanages, such as the observance of worship, the Quran program, and foster children's independence. Compassion-based child education is becoming urgent in

orphanage parenting, ensuring that children get physical care and holistic development that includes emotional, social, and academic aspects (Weis et al., 2021).

Affection holds the key to forming the foundation of a child's development. In orphanages, where children experience loss and trauma, compassion-based education is necessary to support children's growth (Soedardi, 2019) Warmth, care, and emotional support from caregivers in orphanages can be the key for these children to overcome their life challenges (Hayat, 2020) Although compassion-based education is recognized to have great potential, there is still a need to understand better how this approach can be effectively integrated within the context of orphanages (Susianto et al., 2020)

This research has similarities with the theme of previous research, namely research from Rahmatullah (2021) entitled "Children's Love Education in the Perspective of Science Using a Philosophy of Science Approach." Then, research work from Sambira & Rosmi (2021) entitled "Compassion as a Methodological Principle for Educational Activities for Children with Special Needs." Finally, the research is entitled "Perspectives on Islamic Education based on Love and Compassion" by Muslihati et al. (2023). Previous research has shown that the compassion education caregivers provide is essential to a child's psychological and emotional development. Although many studies have underscored the importance of compassion in shaping children's self-confidence and mental well-being, there is a gap in research specifically exploring how compassion education methods can be effectively adapted and implemented in orphanage environments that often have limited resources and caregivers. The novelty of this research lies in developing structured strategies. It approaches to integrate compassion education into daily programs in orphanages, with a focus on caregiver training and community engagement, to improve the emotional and social quality of life of the children living there. Therefore, this study aims to explore and analyze the impact of compassion-based education on the psychological development of children in orphanages. In this context, research will focus on evaluating the effectiveness of this educational method, as well as identifying factors that influence the success of its implementation.

2. METHODS

This research uses a type of field study research with a qualitative approach. This research is located at the Putri 'Aisyiah Orphanage Yogyakarta (Pantiaisyiahjogja.org, 2022). Three informants in this study were selected by adjusting informants directly involved with educating foster children in the *panti*, such as administrators, *ustadz* or *ustadzah*, and *musrifah*. Determining data collection indicators in orphanage education research includes a qualitative approach with in-depth interviews, participatory observations, and documentation studies to identify and measure the dimensions of affection children receive from orphanage caregivers. Data analysis techniques in this study use interactive models from Miles, Huberman, and Saldana (2014), which include data condensation, data presentation, and conclusions. The method of analyzing research data using indicators of affection education in children in orphanages involves several systematic qualitative steps: Data Collection: Data were collected through in-depth interviews with caregivers and children, participatory observation during daily interactions in the orphanage, as well as analysis of documents such as diaries and child development reports; Data Coding: The data that has been collected is transcribed and coded using a thematic approach. Each data segment was categorized based on themes relevant to the compassion education indicators, such as emotional attention, psychological support, positive interactions, and meeting basic needs. Identify Key Themes: The main themes emerge from the coding process. It covers the aspects of affection most influential on a child's development, such as empathy, warmth, and moral support. Thematic Analysis: The categorized data is analyzed thematically to find patterns and relationships between themes. It helps in understanding how each indicator of affection affects the emotional and psychological development of children in orphanages. Data Triangulation: To improve the validity of findings, data from multiple sources (interviews, observations, and documents) are

compared and verified. This triangulation ensures that the findings are consistent and trustworthy. Interpretation and Conclusions: The results of thematic analyses are interpreted to assess the effectiveness of compassion education in orphanages. Conclusions are drawn based on how each indicator of affection contributes to the child's well-being, as well as recommendations for improving the compassion education program in orphanages.

3. FINDINGS AND DISCUSSIONS

Based on observational findings and interviews with orphanage administrators, researchers have not found comprehensive compassion-based education. The orphanage's caretaker has yet to understand what compassion education means entirely. As the results of an interview with the caretaker of the orphanage on January 19, 2024, who said that:

"The compassion education that we implement in the orphanage is by training children patiently. Even though children are naughty, we must be patient, and it can take 3 months, 6 months, or 1 year" (Interview, 2024).

The interview results above show that the Putri Asiyiyah Yogyakarta Orphanage, in implementing love education for its foster children, is limited to practicing patience. In this context, patience is the orphanage caretaker who is patient in educating his foster children because each child has a different character and background of family problems. So, foster children adapting to living in orphanages requires patience and understanding of the child's will. This is shown as a child still having difficulty obeying the rules and daily activities in the orphanage. As Ms. X said in the following interview on January 19, 2024:

"We are more about applying a pattern of patience, strengthening the child's character due to lack of attention and being guided to the problems experienced with counseling to find children's problems" (Interview, 2024).

As one of the orphanages in the middle of Yogyakarta City, Putri 'Aisyiyah Yogyakarta Orphanage is one of the orphanages with foster child activities that apply high discipline. Based on the results of field observation data, researchers found that activities in orphanages started at 03.30 am, and foster children had been awakened to carry out tahajud prayers until a maximum activity at 9.30 pm for night rest hours. However, some children still need to participate in pants activities, especially new foster children, thoroughly, and some foster children still have a sense of laziness to get up early. There needs to be adaptation for foster children and foster parents in guiding and educating them so that all foster children can be disciplined independently in orphanage activities.

In the adaptation process, the management of the new orphanage implemented compassion-based education. The orphanage management collaborates with *Musrifah* to educate foster children slowly by understanding the character of each foster child. Of course, there is a punishment for foster children who are not disciplined following the rules of the pants. However, because the foster children at Putri Aisyiyah Orphanage Yogyakarta are children from elementary to high school, the treatment of the rules is certainly different. For foster children who are teenagers, stricter punishments will be imposed than those who are still children. This is what was said by Mrs. X, the caretaker of the orphanage, when interviewed on January 19, 2024, who said:

"How to wake up children is a challenge for the caretaker—different treatments for foster children who are still children and teenagers. Many children are still too lazy to wake up in morning activities (worship)" (Interview, 2024).

The punishment can be in the form of points or other punishments that do not harm the child and have been discussed with other orphanage administrators. Punishment for foster children is given not just for punishment. Instead, it provides punishment that can educate children, for example, by cleaning

pages, sweeping prayer rooms, and reading the Quran for 30 minutes. In the process of giving punishment for foster children who lack discipline, the caretaker of the institution also includes the values of compassion education. This is so that foster children when punished, are aware of their mistakes and do not blame others or feel hated by the caretaker.

Based on the results of field observations, researchers observed that the application of compassion education in the Putri Aisiyah Orphanage Yogyakarta was carried out in the following ways:

a. Give Genuine Attention and Affection

Putri Aisiyah Orphanage Yogyakarta has a dedicated and compassionate team of caregivers. Caregivers always try to give genuine attention and affection to foster children. This can be seen from how they warmly and affectionately greet foster children, spend time with them, listen attentively to them, and show love and support to them.



Figure 1. The atmosphere of the foster children's room

b. Creating A Safe and Comfortable Environment

Putri Aisiyah Orphanage Yogyakarta strives to create a safe and comfortable environment for foster children. This can be seen from how they guarantee foster children's basic needs, such as food, clothing, shelter, and education. Putri Aisiyah Orphanage Yogyakarta also protects foster children from violence, abuse, and exploitation. In addition, this orphanage also creates an atmosphere of affection and acceptance.



Figure 2. The atmosphere of the orphanage courtyard is child-friendly.

c. Provide Support and Motivation

Putri Aisiyah Orphanage Yogyakarta supports and motivates foster children to achieve their goals. This can be seen in how they help foster children learn, praise them for their achievements, and encourage them to try new things.



Figure 3. Krasi by foster children at the commemoration of Milad 1 Abad Orphanage Putri Asiyiyah Yogyakarta

d. Provide Opportunities for Children to Participate in Various Activities

Putri Aisyiyah Orphanage Yogyakarta provides opportunities for foster children to participate in various activities. This can help children develop their potential and interact with others. This orphanage has various activities, such as learning, religious, social, and recreational activities.



Figure 4. Educational Tour Activities of Putri Aisyiyah Orphanage Yogyakarta to Semarang

Putri Aisyiyah Orphanage Yogyakarta has helped foster children grow and develop optimally by implementing compassion education. The foster children in this orphanage feel loved and accepted. They also have high self-confidence, social skills, academic performance, and mental health.

Supporting Factors for Compassion Education at Putri 'Aisyiyah Orphanage Yogyakarta

Several factors support the implementation of compassion education at the Putri 'Aisyiyah Orphanage Yogyakarta can be realized. Among them are:

a. Vision and Mission of the Orphanage

The vision of the Princess 'Aisyiyah Orphanage Yogyakarta, namely "The realization of an Islamic Princess Orphanage, which has the advantage of dignified parenting and makes the pride of the people." This vision has a meaning as a social institution that can provide the best care and education for orphans and orphans or people experiencing poverty. This vision is in line with the mission of the Putri 'Aisyiyah Yogyakarta Orphanage, namely "Da'wah through Quality Social Services by Prioritizing Increasing Human Resource Capacity and Caring for Orphaned Orphans." The vision means to provide love, education, and skills to foster children living inside and outside the Putri 'Aisyiyah Orphanage Yogyakarta.

b. Care and Commitment of Caregivers

The caregiver team at the Putri 'Aisyiyah Orphanage Yogyakarta is deeply concerned and committed to providing love to foster children. The caretakers and foster parents always try to provide attention, support, and motivation to foster children. In addition, all administrators of the orphanage try to create a comfortable orphanage atmosphere for foster children with a loving approach so that they feel comfortable and can help foster children from the fields of health, education, care, and life

problems that are being faced.



Figure 5. Medical Examination for Foster Children

c. Activities that Support Compassion Education

Putri 'Aisiyyah Orphanage Yogyakarta has various activities supporting compassion education, such as learning, religious, social, and recreational activities. These activities can help foster children develop their potential and learn to interact with others.



Figure 6. Art Performance Activities in Ramadhan

d. Community Support

Putri 'Aisiyyah Orphanage Yogyakarta received support from various parties, such as the government, social organizations, and the public. This support is critical to assist the orphanage in carrying out its activities, including implementing compassion education. In addition, support came from other parties who became orphanage partners and donors from Muhammadiyah organizations and individuals.



Figure 7. Assistance from the Ministry of Social Affairs of the Republic of Indonesia and Members of the House of Representatives of the Republic of Indonesia Commission VIII

As the results of an interview with Mrs. X on January 19, 2024, which said that:

"Parenting at the Putri 'Aisiyyah Orphanage Yogyakarta is supported by a professional workforce, complete facilities and infrastructure such as counseling and sufficient orphanage funds from donors and Muhammadiyah institutions" (Interview, 2024).

The interview data above shows that the supporting factor for the Putri 'Aisyiyah Orphanage Yogyakarta education is having caregivers with expertise in the care field and supporting orphanage facilities and infrastructure and donors. With these supporting factors, the Putri 'Aisyiyah Orphanage Yogyakarta has successfully implemented compassion education. This compassion education has helped foster children to grow and develop optimally.

Inhibiting Factors for the Implementation of Compassion Education at the Putri 'Aisyiyah Orphanage Yogyakarta

Putri 'Aisyiyah Orphanage Yogyakarta has succeeded in implementing compassion education well. However, several factors can still hinder the implementation of compassion education in this orphanage. Based on the researcher's analysis results, the love education applied has yet to enter the cognitive realm of children. The love education provided by foster parents is still limited to educating patiently to foster children who have problems or who are adapting to the environment.

Although foster children are fostered by personnel in the field of caregiving, caregivers need to understand the true meaning of love education. In the discussion of compassion education in Chapter II, it is said that compassion education is a holistic approach that recognizes children's emotional, social, and psychological needs and seeks to create an environment that supports their growth and development with compassion (Jejmut, 2019)

This is due to several factors inhibiting comprehensive compassion education in orphanages. Based on the observations, researchers found inhibiting factors in the implementation of compassion education at the Putri Aisyiyah Orphanage Yogyakarta, among others:

a. Availability of Human Resources

Based on observations on January 19, 2024, there are 20 orphanage administrators, including administrators, foster parents, ustadz/ustadzah, and musical. Meanwhile, 46 foster children live in the orphanage, and 96 foster children live outside the orphanage. So, 146 foster children were fostered directly under the auspices of the Putri Aisyiyah Orphanage Yogyakarta. So, the ratio between the number of orphanage administrators and foster children is 17. This has not been added to the Putri Aisyiyah Yogyakarta Orphanage, which has dependents to take care of the elderly around the orphanage. Therefore, although the administrators of the orphanage are experts in the field of caregiving, looking at the comparison, it can still be said to be insufficient in implementing compassion education.

b. Foster Child Discipline

Based on the results of an interview with Mrs. X, the administrator of the Putri 'Aisyiyah Orphanage Yogyakarta on January 19, 2024, said that:

"Children still find it difficult to wake up morning worship, such as morning prayers. But we were patiently well awakened. you also advise children who skip classes or do not do homework" (Interview, 2024).

The interview results above show that not all foster children have discipline in daily activities in orphanages. Some foster children are too lazy to get up early, and there are even cases of foster children who skip school or do not do school homework. This is considered natural by the orphanage management because foster children can feel bored. However, the orphanage management continues to assist by providing advice and patience in dealing with problematic children.

Looking at the inhibiting factors in the implementation of affection-based education at the Putri Aisyiyah Yogyakarta Orphanage above, there are several efforts that the orphanage management can make as a solution to overcoming the inhibiting factors in the implementation of love-based education, including:

a. Improving the Quality of Education and Training for Caregivers

Orphanages can improve the quality of education and training for caregivers to increase their care and commitment to providing affection to foster children. This can be done by sending orphanage administrators to trainings related to professional parenting. In addition, it can also be done by selecting the registration of orphanage administrators with good competence or caregiving professions (Penner et al., 2020).

b. Increase Cooperation with Government and Social Organizations

Orphanages can increase cooperation with the government and social organizations to obtain budget and human resource support. Although it has established a mantra with various agencies outside, it is necessary to increase the network of cooperation between the Putri 'Aiyisyah Yogyakarta Orphanage and other parties, for example, such as psychiatrists, IDI, or other social organizations, to improve the quality of compassion-based education in the pants.

c. Increase Awareness of Foster Children's Discipline

Based on the results of an interview with Mrs. X, the administrator of the Putri 'Aiyiyah Orphanage Yogyakarta on January 19, 2024, said:

"If a wayward child is handled by musrifah, if not, it will be followed up by ustadzah, then finally in the management. There are penalties for children who violate the agreement with all administrators but do not harm the child. Someone left because of "angel kandanane" (unruly). Some do not want to live in the Panti, want to go back to live with their parents" (Interview, 2024).

The interview results above show that foster children who have just moved to an orphanage still need to adapt to the activities in the orphanage. This is a factor hampering the implementation of compassion-based education in orphanages, which can only be carried out evenly for some foster children. Therefore, orphanages can conduct guidance and education to foster children to change negative perceptions of orphanages so that foster children who have just entered the orphanage can quickly adapt and comfortably live in the orphanage.

By overcoming these inhibiting factors, implementing compassion education at the Putri 'Aisyiyah Orphanage Yogyakarta can continue to improve and help foster children's growth and development optimally.

The Positive Impact of Compassion-Based Education on the Development of Children at the Putri 'Aisyiyah Orphanage Yogyakarta

Compassion-based education is an educational approach that emphasizes the importance of compassion in the learning process. This approach assumes that affection is a basic human need that can support physical, emotional, and social development (Forkus, 2018). Children in orphanages are one of the groups of children who need greater love. This is because they do not have parents who can provide optimal affection (Mortelmans, 2020). Therefore, compassion-based education must be implemented in orphanages (Menon & Mohan, 2020).

Implementing compassion education at the Putri Aiyiyah Orphanage Yogyakarta positively impacts foster children, especially those who have just entered the orphanage. The orphanage administrators implement compassion-based education in orphanages by providing examples first so that children can see and hope to learn from what the orphanage administrators teach. Mrs. X stated this as the caretaker of the orphanage interviewed on January 19, 2024, who said:

"We set an example first for foster children. Such as independent, orderly worship and orderly rules of panti" (Interview, 2024)

The method carried out by the management of this institution is quite effective because it positively impacts foster children. Especially for foster children who have just entered the orphanage of Putri Aisyiyah Yogyakarta after taking 3 months to adapt to activities in the orphanage in a twisted and orderly manner. This is as stated by Mr. X, the caretaker of the orphanage interviewed on January 19, 2024, who said that:

"Children who have just entered are starting to be able to adapt to the panti environment. Some children are superior and pretty, but there are also ordinary ones. Especially related to children's emotions, it is very honed, starting from 3 months, they can blend in with their environment" (Interview, 2024)

Based on observations, researchers observed that the positive impact of compassion-based education on the development of children at the Putri Aisyiyah Orphanage Yogyakarta included:

- a. Boosts self-confidence: Compassion can help children to feel loved and accepted. This can increase their self-confidence. Children who feel confident will be more courageous to try new things and reach their potential.
- b. Improve social skills: Compassion can help children to learn about empathy, compassion, and cooperation. This can improve their social skills. Children who have good social skills will be more adaptable in the social environment.
- c. Improve academic achievement: Compassion can help children to feel comfortable and safe in the learning environment. This can increase their learning motivation. Children motivated to learn will be more eager to learn and achieve good academic performance.
- d. Improves mental health: Compassion can help children to cope with stress and anxiety. This can improve their mental health. Children with good mental health will be happier and can live better lives.

Based on these positive impacts, compassion-based education is essential for orphanages. This approach can help children in orphanages to develop physically, emotionally, and socially optimally.

Discussion

The Role of Foster Parents in Compassion Education at Putri 'Aisyiyah Orphanage Yogyakarta

Foster parents educate lovingly in the orphanage, hoping the foster child can become obedient and benefit from religion, country, and society after not living there. In addition, education in the orphanage also produces foster children to become sholehah individuals and continue to establish relationships even though they have graduated from the orphanage. This is as stated by Mr. X th, e administrator of the Putri Aisyiyah Yogyakarta Orphanage, in an interview on January 19, 2024, who stated as follows:

"We will continue to maintain the education carried out based on love. We also need to establish cooperation with other institutions. The hope is that the foster children of graduates will become children of prayer, and their knowledge will be useful for the archipelago and the religious nation. Keep in touch with the family in this institution" (Interview, 2024).

The role of foster parents in the education of affection in orphanages dramatically impacts children's development. Although not their biological parents, foster parents play an essential role in providing emotional, moral, and educational support to children living in orphanages. Some of the critical roles played by foster parents in the education of affection in orphanages are providing affection and security. Foster parents are responsible for creating a loving environment and providing a sense of security to children. They act as dependable and emotionally supportive caregiver figures.

In addition to providing guidance, foster parents guide in terms of moral values, ethics, and expected behavior. They become role models to help children develop positive and moral behaviors. Encouraging growth and development, in the role of compassion education, foster parents encourage children to grow and develop in various aspects of life, including physical, emotional, social, and

academic. They provide support in the pursuit of children's interests and talents.

Foster parents are good listeners as trust figures, and foster parents listen to children's feelings, concerns, and stories. This helps create an environment where children feel heard and accepted, which is essential for their emotional development. Then, teaching life values foster parents play a role in teaching life values such as cooperation, empathy, and responsibility. They help shape the character of children to become individuals who care and contribute positively to society (Rygaard, 2020).

Finally, integrating children into loving families: Foster parents strive to create a loving family atmosphere in orphanages. This includes involving children in family decisions, celebrating essential moments, and creating strong family bonds. Through these roles, foster parents provide for physical and material needs and create an environment of affection that supports the holistic development of children in orphanages. Foster parents at Putri Aisyiyah Orphanage Yogyakarta play a responsible and loving role. Therefore, foster parents play a central role in implementing love education in orphanages.

Identify Effective Strategies for Implementing Compassion-Based Education in Orphanages.

Compassion-based education is an educational approach that emphasizes the importance of compassion in the learning process (Rahmatullah, 2021). This approach assumes that affection is a basic human need that can support physical, emotional, and social development (Ma'ruf, 2017). Children in orphanages are one of the groups of children who need greater love. This is because they do not have parents who can provide optimal affection (Melani, 2024). Therefore, compassion-based education is essential to be implemented in orphanages. There are several effective strategies for implementing compassion-based education that can be applied in an orphanage environment, including:

a. Selection and Training of Caregivers

Choosing the right caregiver is vital in implementing compassion-based education (Jemimut, 2021). Caregivers must have high care and commitment to provide affection to foster children. Caregivers must also have adequate knowledge and skills to provide quality education and nurturing (Rambe et al., 2023). Therefore, orphanages need to make strict selections in choosing nannies. Orphanages also need to provide intensive training to caregivers to increase their caring, commitment, knowledge, and skills in providing compassion-based education.

b. Creation of a Safe and Comfortable Environment

A safe and comfortable environment is essential to support children's development. A safe and comfortable environment can make children feel loved, accepted, and supported (Rubini, 2019). Orphanages need to create a safe and comfortable environment for foster children. This can be done by guaranteeing the basic needs of foster children, such as food, clothing, shelter, and education. Then, protect foster children from violence, abuse, and exploitation. As well as create an atmosphere of affection and acceptance.

c. Sincere Giving of Attention and Affection

Genuine giving of attention and compassion is at the core of compassion-based education. Caregivers need to give genuine attention and affection to foster children. This can be done by greeting foster children warmly and affectionately. In addition, spending time with foster children, such as playing, telling stories, or doing activities together. Then, listen attentively to the foster children. As well as showing love and support to foster children.

d. Provision of Support and Motivation

Support and motivation are also essential to help foster children grow and develop optimally (Sandika, 2021). Caregivers need to provide support and motivation to foster children to achieve their goals. This can be done by helping foster children to learn. Praise fosters children for their achievements and encourages them to try new things.

e. Providing Opportunities for Children to Participate in Various Activities

Providing opportunities for children to participate in various activities can help them develop their potential and learn to interact with others (Supriani & Arifudin, 2023). Orphanages need to provide opportunities to foster children. This can be done by participating in various activities, such as learning, religious, social, and recreational activities.

In addition to these strategies, orphanages must cooperate with various parties, such as the government, social organizations, and the public. This cooperation can assist orphanages in obtaining the support and resources needed to implement compassion-based education. Implementing these strategies, it is hoped that orphanages can implement compassion-based education effectively. This compassion-based education can help children in orphanages to grow and develop optimally.

Implications of Compassion Education for Children in Orphanages

This research found that implementing compassion education at Puteri Aisyiyah Orphanage Yogyakarta has positively impacted children's emotional and psychological development. Children who receive consistent attention and affection from caregivers improve self-confidence, social skills, and emotional stability. Caregivers who adopt compassion-based parenting methods, such as active listening, providing emotional support, and showing patience, successfully create a safe and supportive environment for children.

Despite some successes, the study also revealed that implementing compassion education in orphanages is not comprehensive. Many caregivers still view compassion as patience in dealing with children's behavior without more deeply understanding other aspects such as empathy and active psychological support. This indicates the need to improve caregivers' understanding and skills in implementing more holistic compassion education.

Children in orphanages who receive adequate affection and emotional support tend to be more adaptable and exhibit positive behaviors. They also have better relationships with peers and caregivers, as well as being better able to cope with past stress and trauma. The research confirms that compassion education is essential for children's psychological well-being and social development, equipping them with the necessary skills for the future.

The novelty value of this research lies in developing compassion education strategies adapted to the context of orphanages. This research provides new insights into how compassion education can be integrated into the daily routines of orphanages, including specialized training for caregivers and community engagement. With a focus on a more structural and planned approach, the study offers an implementation model that can be replicated in other orphanages.

To maximize the benefits of compassion education, the study recommends an intensive training program for caregivers at the Puteri Aisyiyah Orphanage. This training should cover practical and theoretical aspects of compassion, effective communication techniques, and how to cope with children's trauma. In addition, community involvement and support from external parties, such as psychologists and education experts, are also essential to strengthen the implementation of compassion education. Thus, orphanages can create a more supportive and conducive environment for the development of the children they care for.

4. CONCLUSION

Based on the findings and discussion above, this study concluded that compassion-based education at the Putri Aisyiyah Orphanage Yogyakarta has been implemented. However, the implementation of compassion-based education is not yet fully comprehensive. The caregivers in the orphanage have not profoundly understood what is meant by compassion education. At Putri Aisyiyah

Orphanage Yogyakarta, the application of compassion education for foster children is only limited to patience. In this context, patience means caregivers who educate their foster children because each child has a different character and background of family problems. So, adapting foster children to life in an orphanage requires patience and understanding of the child's will. This shows that children who still have difficulty obeying the rules and daily activities in the orphanage have successfully implemented compassion education. A more comprehensive understanding of foster parents is needed so that children in orphanages can grow up psychologically healthy.

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