

Wepose: Community Cares for Disadvantaged Children in Surabaya to Support The 4th SGD of Quality Education

Dita Nisaul Hidayah¹, Isa Anshori²

Universitas Islam Negeri Sunan Ampel, Surabaya

Email: bjnkota7@gmail.com, isaanshori67@gmail.com

*Correspondence

ABSTRACT

Keywords: wepose, World Population Review, sustainable development

Quality education is an important element in sustainable development and improving the quality of a country's human resources. However, Indonesia is still lagging behind other countries in the global education system ranking. This study aims to analyze the role of the WEPOSE community in supporting the fourth point of sustainable development goals (SDGs) related to quality education in Surabaya. The research method used is qualitative descriptive with a phenomenological approach. Data was collected through interviews with WEPOSE Surabaya managers as well as literature studies from reliable sources. The research locations are at several points in Surabaya, including Wonokromo, Kalisari Damen, Pasar Turi, and Keputran. The results of the study show that WEPOSE Surabaya has existed since October 24, 2019, with the Founder of WEPOSE Surabaya Tabitha Naema Christy. This community is a community that cares about children's rights. Self-development activities that Surabaya youth participate in to support quality education are diverse, such as volunteering, community service, village teaching, community organizations, love of nature, youth mosques, ambassadors, beauty competitions, and many more. Not only that, the Surabaya City Government also coordinates with the East Java Provincial Government to ensure that Surabaya children get quality education. The conclusion of this study shows that the existence of communities like WEPOSE contributes significantly to the improvement of the education of underprivileged children. The implications of this study highlight the importance of collaboration between communities, governments, and other stakeholders in ensuring inclusive and sustainable quality education.



Introduction

Education plays a vital role in the progress of the State, the nation's children determine the quality of human resources because they are the ones who will continue Indonesia's leadership (Rohmi et al., 2023; Shaturaev, 2021). Quality education will give birth to competitive human resources to advance a country (Amin, 2021). The higher the quality of education in the country, the more advanced the country will be. On the other

hand, the worse the quality of a country's education system, the more underdeveloped the country will be (Suncaka, 2023).

Based on data from *World Population Review*, five countries with the best education system in the world at 2021 in the United States, the United Kingdom, Germany, Canada, and France. The human development index for these five countries is very tall, namely above 0,9 (Darussalam et al., 2021; Fauziah et al., 2023; Tanenji & Munawaroh, 2023). The human development index is a measure that describes the quality of a country's human resources. Moreover, the five countries are also included in the developed country category. The country's education system is now ranked 54th out of 78 countries. Compared to ASEAN countries, Indonesia is still lagging compared to Singapore, Malaysia, and Thailand. At the same time, HDI Indonesia is located in 107 out of 189 countries, with a score of 0.718 (a high score). Peringkat Indonesia's HDI is still lagged compared to Singapore, Malaysia, Brunei, Thailand, due to the Covid-19 pandemic, Indonesia belongs to the middle-income countries down (Thaus Sugihilmi Arya Putra, 2022). Based on the description and data above, Indonesia still has many tasks and efforts to improve the quality of education in realizing the 4th SDGs and Golden Indonesia 2040 (Purwantoro, 2023).

On Friday, January 19, 2024, the Forum of Education and Cultural Journalists (FORTADIK) held a working meeting in the Ministry of Education, Culture, Research and Technology Jakarta. Theme of the work meeting: These are "Building Synergy ahead of Transition Government". From the working meeting, Fortadik Deliver 7 Critical notes Regarding the problem, the current world of education, These include: literacy, violence in education units, problems Guru Honer, teacher skill development, improving the quality of education budgets, cultural funds, transitioning to education system world of work. EMA Working Meeting These are " Building Synergy ahead of Transition Government". From the working meeting, Fortadik Deliver 7 Critical notes. Regarding the current world of education, these include literacy, violence in education units, problems with Guru Honer, teacher skills development, improving the quality of education budget, cultural funds, and transitioning education to the system of the world of work (Courtesy of 2024). Based on the work meeting, we can learn about the educational problems that the nation is currently experiencing and the solutions taken to solve them.



Figure 1. Sustainable Development Goals

Source. (Murtychari, 2020)

2030 plan for sustainable development, the SDGs are global and national goals against attempts to improve the community, including 17 global goals of 2030 announced by Developed Countries and flowering in the Assembly of the United Nations General on the moon September 2015 (Busco et al., 2018; Lee et al., 2022; Niamir-Fuller et al., 2016). The 17 objectives aforementioned is: "(1) *No Poverty* (2) *No Hunger* (3) *Healthy and Prosperous Lives* (4) *Quality Education* (5) *Gender Equality* (6) *Clean Water and Proper Sanitation* (7) *Clean and Affordable Energy* (8) *Decent Work and Economic Growth* (9) *Industry, Innovation and Infrastructure* (10) *Reducing Inequality* (11) *Sustainable Cities and Settlements* (12) *Responsible Consumption and Production* (13) *Climate Change Management* (14) *Ocean Ecosystems* (15) *Terrestrial Ecosystems* (16) *Peace, Justice and Resilient Institutions* (17) *Partnerships to Achieve Goals*" (SDGs KNOWLEDGE HUB, 2023). Early concept. The initial Sustainable Development Goals were derived from the definition of "Our Common" in the report. Year 1987 from Premier Norway Harlem. Brundtland Reveal. Problems of growth. Human resources and their distribution limit the community. The Goal of Sustainable Development, or SDGs, is a follow-up program from the Millennium Development Goals (MDGs), agreed by several UN member states with their governments at the UN headquarters on 25 September 2015, and the Sustainable Development Goals official passed. Ratified development goals or development objectives, Sustainable. Agreement on global development. With the theme "We are changing our world: The 2030 Agenda for Sustainable Development," Panuluh & Fitri in (Safitri et al., 2022).

In this study, the researcher focused on discussing the SDGs of education quality in Indonesia, especially within the scope of the city of heroes, namely Surabaya, which is famous for its many higher education institutions, both public and private. Therefore, I took this title because, in (Dyah, 2023), the Surabaya city government won the nickname Child-Friendly City (KLA) 2023 for the sixth consecutive time. Surabaya received the highest score in Indonesia with an award from the Ministry of Women's Empowerment and Child Protection (PPPA)RI. Eri Cahyadi will enforce a development system that

guarantees the realization of rights, children, and special protection for children in Surabaya, carried out in a planned, thorough, and sustainable manner. However, behind the award, it turns out that there are still several areas in Surabaya namely in "Wonokromo, Kalisari Damen, Pasar Turi, and Keputra" the location of this activity was chosen because according to Tabitha, there are still quite a lot of children in that location who are far from prosperous. Now, two things are the benefits of the Surabaya city order with circumstances at several points. As the nation's next generation, the quality of students in it is of great concern.

Salsabilla et al., (2024) The study's results show that Wepose implements open communication that encourages collaboration between teams and the use of technology that facilitates the exchange of information. However, challenges such as communication gaps between individuals and differences in understanding of work culture are still obstacles.

The novelty of this study lies in the analysis of the role of independent communities in supporting the education of marginalized children in big cities. In contrast to previous research that focused more on government policies or the role of formal institutions, this study explores how communities like WEPOSE can be effective agents of change in improving the quality of education for disadvantaged children. In addition, this study also examines how the younger generation can contribute to the community-based education movement as a form of broader social participation. The urgency of this research lies in the need for an alternative model to improve access to education for vulnerable groups. With the growing growth of education-based social communities, evaluating the effectiveness and challenges such initiatives face is important.

Based on the above background, the researcher will conduct research with the purpose (with *different but one purpose*): Community Caring for Disadvantaged Children in Surabaya to Support SDGs Point 4 *quality education*. The main problem in this study is a form of Gen Z's efforts to actively participate in realizing sustainable development goals, such as Surabaya city government programs in social welfare of the community, especially specifically for children.

The benefits of this research are expected to provide insights for academics, education practitioners, and policymakers in designing more effective strategies in improving access to education for marginalized groups. In addition, the results of this study can also be a reference for other communities who want to adopt a similar model to improve the quality of education in Indonesia in a sustainable manner.

Method

This research was conducted using a qualitative descriptive method of data sources using the results of interviews from primary data sources, namely the management of the WePose Surabaya. The researcher obtained information about WEPOSE Surabaya in the April 4, 2024 interview. Meanwhile, the results of secondary sources obtained by researchers are from reliable literature studies. The approach chosen

by the researcher is a phenomenological approach, which is based on understanding all situations and conditions that exist in the research environment. The location in this study is in Surabaya, which is at 3 points. Point 1 of the WEPOSE community (Wonokromo), point 2 of the WEPOSE reading park (Kalisari Damen), point 3 of Dupak Magersari (Turi Market), point 4 of Keputran Surabaya, point 5 of SD Dumas. The reason for using WEPOSE management informants is so that the truth of the data obtained is valid and can be held accountable for the truth, because in terms of management, they are the driving force of the WEPOSE community.

The data collection techniques used in this study include participatory observation, semi-structured interviews, and documentation studies. The collected data were analyzed using interactive analysis techniques from Miles and Huberman, which included data reduction, data presentation, and conclusions drawing. With this method, the research can provide an in-depth picture of the dynamics of the WEPOSE community in supporting quality education in Surabaya and the role of the city government in ensuring the welfare of children in the region.

Results and Discussion

This section will discuss the research findings on the WEPOSE community's efforts to support quality education in Surabaya and Generation Z's active role in realizing the Sustainable Development Goal (SDG) 4, particularly in areas still facing social and educational challenges.



Figure 3. Official Account of WEPOSE Surabaya Children's Welfare Community
Source: Instagram Media

The interview results with one of the regulators of WEPOSE Surabaya show that the formation of WEPOSE Surabaya was founded on October 24, 2019, with founder Wepose Surabaya Tabitha Naema Christy. This community cares about children's rights. The initial story of this community started from an assignment from Widya Mandala Catholic University Surabaya, which required them to get involved in the community. After seeing the positive response of the surrounding community and developing, finally, from the beginning of the task of this campus until now, it can become a community free from the campus that can be a social forum for Gen Z to find positive activities and efforts to fulfill children's rights in that place.

The WEPOSE Surabaya community is engaged in the field of children. Still, here are other factors that are factors in the child's development so that it focuses on activities in children, education, and social society. The target or object in this community is more to marginalized children in need. According to (H.D, 2000) The definition of marginal children is children which is considered marginalized, usually children who have no place to stay, or children who were abandoned because their parents could not afford it. They take to the streets to do anything that they can earn money, even when they wander around in crowded places such as the suburbs, railway stations, terminals, buses, or live under the bridge in the Garden City. These marginal children are in remote areas in Surabaya that still need access to education and socialization in the community. These five central values have value and character and are maintained to strengthen the educational character in the madrasah. This character value is a unit that is not separable and influences each other, namely religious values, nationality, independence, gong royong, and Honesty. (Ansari, 2017).

In this study, the researcher uses analysis with the theory of structural functionalism TalcotParsons, which in this theory is likened to the biological relationship of living beings who need each other and complement each other, if there is a sick limb, the other limbs will also make efforts to treat the wound in the diseased part. Likewise, in social life in this city of heroes, Surabaya, in the middle of the largest metropolitan city after Jakarta, some areas are still experiencing underdevelopment; therefore, the task of fellow humans is to help each other and help with difficulties.

A form of Gen Z Surabaya's Efforts to Actively Participate in Realizing The Goal of Sustainable Development of Quality Education

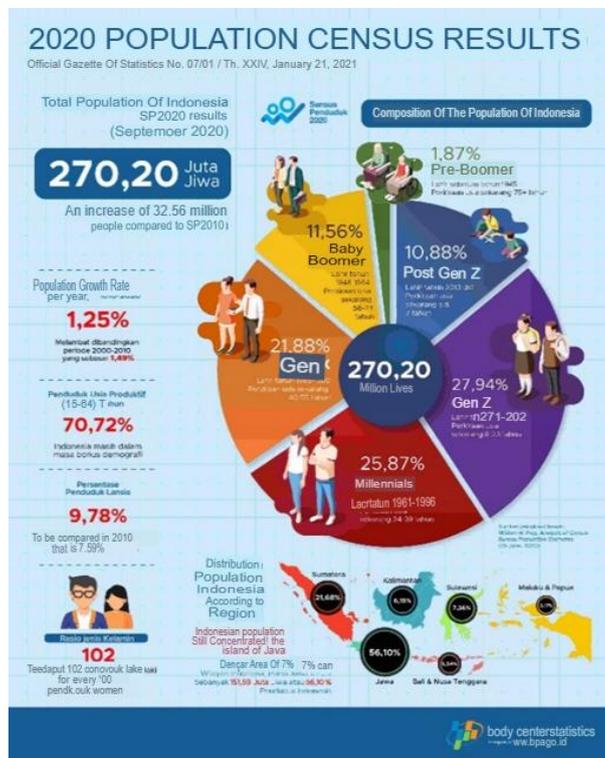


Figure 3. Results of the 2020 population census
Source: Central Statistics Agency

In various analyses, many experts state that Generation Z has characteristics very different from those of the previous generation. This generation is called the Generation Indefinitely. For example, Ryan Jenkins (2017) explains in his article "Four Generational Reasons Being the Most Different Generation" that Generation Z has hope, preferences, and work perspectives that vary and are considered a challenge for the organization, Generation Z. More of its various properties are global and influence culture and attitude in most of the community. There is something special about Generation Z's ability to use technological changes in multiple aspects of their life. They use technology as naturally as breathing, which is usual every day, so it is ingrained and becomes necessary. (Rakhmah, 2021). There needs to be awareness to make changes and progress, starting from each individual. Gen Z's efforts here are no less critical than the government-run or planned programs. Many young people, especially the youth of Surabaya, are also active in building themselves up for valuable things, be it to increase skills or to sow benefits for others.

Surabaya is a city of heroes famous since ancient times when its youth fought for Indonesian independence. Currently, many relics and historical places contain the meaning of the struggle of Surabaya youth against the colonizers. One example is the monument to the heroes, symbolizing the Suroboyo army's struggle to strengthen

character education in the global cultural era. MonumentHeroes are the historical monuments of value history in Surabaya. This monument has not only become an icon of the city of Surabaya but also completes the status of the city of Surabaya as a city of heroes based on the letter Government Decision No. 9/UM/1946. MonumentHero was built on the 10th November 1951 and inaugurated on November 10 1952. Heroes Monument is one of the proofs of the struggle. The Battle of Surabaya was on November 10, 1945, and they did not surrender when fighting against allies who had a perfect weapon. The monument symbolizes the characteristics of society, Surabaya, that does not give up easily, honesty, cooperation, and fearlessness based on the battle of November 10. MonumentHeroes play an essential role in today's global culture because by studying history, students learn about character, community, Indonesia, and, in particular, the city of Surabaya. The teachers who teach in schools in Surabaya are also invited to visit the Heroes Monument. The Heroes Monument became a monument in the center of Surabaya because of the Monument to the Heroes. Various historical relics begin from the building and move to museums such as Dr. Soetomo, Museum 10 November, etc. (Indrawan et al., n.d.).

Of course, the struggle of the Surabaya army is not only in the colonial era but continues to this day. In modern times, there are a lot of media, activities, and places to sow benefits and hone soft skills. Apart from the campus program, which is very varied, its activities are also numerous. There are volunteers, communities, village teaching, community service, love of nature, mosque youth, ambassadors, beauty pageants, community organizations, and many more. In this study, the researcher takes one focus of the skill development community, which can also be helpful for others, namely WEPOSE Surabaya.

Surabaya City Government Program in Improving Community Social Welfare, Especially Specifically for Children

Behind the productive efforts of usefulness carried out by the youth of Surabaya, the city government also has a very extraordinary work program. Leaders and institutions are two things that cannot be separated in government; there needs to be good cooperation between teams to achieve the common goals that have been agreed upon (Ansari, 2018). A leader cannot work alone if the structure within the institution or organization does not have the same awareness, vision, and mission. That way, government officials, especially the City of Surabaya, must be able to provide pioneers and sound examples for the people of Surabaya themselves, so they will be moved to do good things according to the example set by the government. Cooperation team escort is an individual and essential part of an organization or institution. Because the team consists of people with skills different from each other and cooperates with a leader, there is a mutual strong dependence between them to complete tasks set by the leader.

Through coordinated attempts, there is a positive and synergistic impact. Action A pemimpin has a significant impact on team collaboration. In other words, the better the

leader's behavior, the better Teamwork at the Provincial Public Works and Public Housing Office Jambi. Based on previous research conducted by Yeddafrinova et al., (2023), it was found that leaders' effort to drive policies, train, influence, make decisions, and evaluate to become more effective will affect a better work ethic. Communication and teamwork in an organization must constantly be guarded and conducive. A Guarded and Conducive organizational climate must be created so that team members have a Positive work atmosphere that deals with superiors, subordinates, and co-workers, increasing leadership and developing the Cooperation team. The work team is expected to be better suited to help the organization achieve its vision, mission, and purpose.



Figure 4. Mayor of Surabaya, Mr. Eri Cahyadi
Source: ANTARA 2023

City Government Surabaya in Javanese Inner East (Judge, 2023) is strengthening its efforts to ensure quality education by implementing 12 Years of Compulsory Education. Based on the Regional Regulation, the City Government of Surabaya must pay attention to children's education. Although the High School and Vocational School under the control of the East Java Provincial Government, the city government remains responsible for providing educational assistance. City Government, Surabaya, in coordination with the East Java Provincial Government, will ensure that the children of Surabaya get a quality education. The district office or area must actively care for the citizens. City Government of Surabaya focuses on children, from the SMASMK level to the students. People from the family, poor can get a scholarship, Tough Youth. The city government subsidizes Rp 200.000 per month for uniforms and shoes from the Surabaya Regional Budget. Private schools only, which have other fees that are not covered, can be covered by the assistance of 200 thousand. Things in the community complicate community efforts to provide quality education to children. As many as 1,753 employees of the Surabaya city government or State Civil Apparatus (ASN) within the Surabaya City Government became foster parents for 2,416 children from low-income communities (MBR).

Influencing and impacting the surroundings starts with positive energy in each individual, which is spread to many people. Many positive activities outside formal education can be followed and tried to add experience and skills. In Surabaya itself, the researcher is very interested in 2 communities in Surabaya, namely Cak Ning Surabaya and the WEPOSE Surabaya community, which is the discussion in this study.

Conclusion

Based on the above research results, the researcher concluded that the WEPOSE (We are different but one purpose) Surabaya community has existed since October 24, 2019, with the Founder of Wepose Surabaya Tabitha Naema Christy. This community is a community that cares about children's rights. The WEPOSE Surabaya community is engaged in the field of children. Still, here are other factors that are factors in the child's development so that it focuses on activities in children, education, and social society. The target or object in this community is more to marginalized children in need. In modern times, there are a lot of media, activities, and places to sow benefits and hone soft skills. Apart from the campus program, which is very varied, its activities are also numerous. There are volunteers, communities, village teaching, community service, love of nature, mosque youth, ambassadors, beauty pageants, community organizations, and many more. In this study, the researcher takes one focus of the skill development community and can also be helpful for others, namely WEPOSE Surabaya. The Surabaya City Government coordinates with the East Java Provincial Government to ensure that Surabaya children get quality education.

Reference

- Amin, S. (2021). *Pendidikan Akhlak Berbasis Hadits Arba'in An Nawawiyah*. Penerbit Adab.
- Anshori, I. (2017). Penguatan Pendidikan Karakter Di Madrasah. *Halaqa: Islamic Education Journal*, 1(2), 63–74.
- Anshori, I. (2018). Penerapan Nilai Budaya Kerja: Peluang Dan Tantangan Bagi Peningkatan Kinerja Madrasah. *Jurnal Pendidikan Dan Humaniora: Cendekia*, 2(3), 191–201.
- Busco, C., Granà, F., & Izzo, M. F. (2018). *Sustainable Development Goals And Integrated Reporting*. Routledge.
- Darussalam, A., Bachtiar, F. R., & Zulfikar, A. (2021). Tinjauan Sikap Dan Kebijakan Negara-Negara Terkait Pengungsi Timur Tengah: Peran Strategis Negara-Negara Mayoritas Muslim Dalam Perspektif Islam. *Gorontalo Journal Of Government And Political Studies*, 4(1), 146–166.
- Fauziah, M., Asmawi, R., & Utami, P. (2023). Peningkatan Kualitas Guru Sekolah Dasar (Sd) Dan Sekolah Menengah Pertama (Smp)(Studi Pada Dinas Pendidikan Kabupaten Tangerang). *Multilingual: Journal Of Universal Studies*, 3(4), 39–50.

- H.D, K. (2000). *Dakwah Pada Kalangan Anak Marjinal (Studi Kasus Pembinaan Dan Pemberdayaan Anak-Anak Jalanan Di Kawasan Tanah Abang Dan Sekitarnya*. Universitas Indonesia Library.
- Ihsan, D. (2024). *7 Isu Pendidikan Yang Jadi Catatan Kritis Hingga 2024*. Kompas.Com.
- Indrawan, A., Sariyatun, S., & Ediyono, S. (N.D.). Tugu Pahlawan Sebagai Simbol Perjuangan Arek Suroboyo Dan Urgensinya Dalam Penguatan Pendidikan Karakter Di Era Budaya Global. *Science, Engineering, Education, And Development Studies (Seeds): Conference Series*, 6(1).
- Lee, S. W., Ma, S. C. W., & Lee, N. (2022). Delivering Programs On Education For Sustainable Development (Esd) And Un Sustainable Development Goals (Sdgs) In Mainland China And The Hong Kong Special Administrative Region: An Assessment Of The Hong Kong Institute Of Education For Sustainable Development. In *Sustainable Tertiary Education In Asia: Policies, Practices, And Developments* (Pp. 43–65). Springer.
- Murtisari, M. Savitri. (2020). *17 Tujuan Pembangunan Berkelanjutan Atau Sdgs, Kenali Dan Pahami Maksudnya*. Liputan6.Com.
- Niamir-Fuller, M., Özdemir, I., & Brinkman, F. J. (2016). Environment, Religion And Culture In The Context Of The 2030 Agenda For Sustainable Development. *United Nations Environment Programme, Nairobi*.
- Purwanto, S. A. (2023). *Sistem Pertahanan Rakyat Semesta Menyongsong Indonesia Emas 2045*. Indonesia Emas Group.
- Rakhmah, D. N. (2021). *Gen Z Dominan, Apa Maknanya Bagi Pendidikan Kita?* Kemdikbud Ristek.
- Rohmi, M. L., Pratiwi, D., & Ramadhani, A. A. (2023). Program Keluarga Harapan (Pkh) Dalam Kaitannya Dengan Pengembangan Kualitas Sumber Daya Manusia Sebagai Upaya Pengentasan Kemiskinan. *Ekonomi & Bisnis*, 22(2), 166–177.
- Safitri, A. O., Yuniarti, V. D., & Rostika, D. (2022). Upaya Peningkatan Pendidikan Berkualitas Di Indonesia: Analisis Pencapaian Sustainable Development Goals (Sdgs). *Jurnal Basicedu*, 6(4), 7096–7106.
- Salsabilla, Z., Alifiya, K., Dyah, J., Juana, V. R., Mardiana, S., & Zuhri, S. (2024). Organisasi Wepose Pada Media Digital Di Surabaya. *Komunika: Jurnal Ilmiah Komunikasi*, 2(2), 33–38.
- Sdgs Knowledge Hub*. (2023). Sdgs.Bappenas.
- Shaturaev, J. (2021). 2045: Path To Nation's Golden Age (Indonesia Policies And Management Of Education). *Science And Education*, 2(12), 866–875.
- Suncaka, E. (2023). Meninjau Permasalahan Rendahnya Kualitas Pendidikan Di Indonesia. *Unisan Jurnal*, 2(3), 36–49.
- Tanengi, T., & Munawaroh, U. (2023). Peningkatan Hasil Belajar Akidah Akhlak Materi Kalimat Thayyibah Istigfar Menggunakan Media Audio Visual Pada Siswa Kelas Vi. *Teacher Education Journal (Tej)*, 2(1).
- Thaus Sugihilmi Arya Putra. (2022). *Pendidikan Kunci Utama Kemajuan Bangsa*. Kementerian Keuangan Republik Indonesia.

Wepose: Community Cares for Disadvantaged Children in Surabaya to Support The 4th SGD of Quality Education

Yeddafrinova, Y., Amin, S., & Khalik, I. (2023). Peningkatan Kinerja Tim Melalui Perilaku Pemimpin, Kreativitas Dan Kerjasama Tim Pada Dinas Pekerjaan Umum Dan Perumahan Rakyat Provinsi Jambi. *Jurnal Manajemen Terapan Dan Keuangan*, 12(01), 28–39.