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Human Resource Development Strategies of the Social Affairs Office in Handling Abandoned Children in Minahasa Regency

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ABSTRACT

Abandoned children represent a persistent social problem with long-term implications for educational attainment, psychosocial wellbeing, and the quality of future human resources. This article reformulates a doctoral dissertation into a journal-style paper and examines how the Social Affairs Office of Minahasa Regency designs, implements, and evaluates human resource development strategies for abandoned children from an educational management perspective. The study employed a qualitative descriptive design. Data were generated through in-depth interviews, field observations, and document analysis, then analyzed using the interactive model of Miles and Huberman through data reduction, data display, and conclusion drawing. The findings indicate that the strategy has been organized through planning, organizing, actuating, and controlling (POAC), supported by legal mandates and cross-sector coordination with police, women and child protection agencies, local communities, and child welfare institutions. In practice, however, the strategy shows uneven effectiveness. It is relatively strong in basic-needs fulfillment, emergency response, administrative verification, and short-course skills training, but remains weaker in formal education reintegration, sustained psychosocial recovery, family reunification quality, and long-term social integration. Key enabling factors include regulatory support, institutional collaboration, and the existence of non-formal training initiatives, while key barriers include inadequate budget allocation, insufficient qualified social workers, limited facilities, weak outcome-based evaluation, low public participation, and low motivation among many children to re-enter school. The article argues that abandoned-children development should not be treated merely as a welfare intervention but as a long-horizon educational

management process. Based on the findings, a strengthened educational management strategy is proposed, integrating measurable educational indicators, competency development for social workers, stronger community participation, digitalized case management, and continuous CIPP-based evaluation. Such a strategy is necessary to transform short-term rescue efforts into sustainable human resource development outcomes.

Keywords: abandoned children, CIPP, educational management, human resource development, POAC, social services.

INTRODUCTION

The issue of abandoned children remains one of the most difficult social development challenges in many local governments in Indonesia. Abandonment is rarely caused by a single factor. Instead, it emerges from a chain of vulnerability that includes chronic poverty, family disintegration, neglect, migration pressures, weak educational access, and limited social protection. In this context, abandoned children should not be viewed only as passive recipients of assistance. They are also future human resources whose educational, emotional, and social capacities can either be restored or permanently eroded depending on the quality of intervention they receive.

In Minahasa Regency, the scale of the challenge is substantial. The dissertation reports that around 2,500 abandoned children were identified, with approximately 60 percent concentrated in urban areas and the rest in rural settings. This distribution matters because the risks and intervention logics differ across contexts. Urban abandoned children are more visible in markets, road junctions, and public spaces, where they may work as singers, vendors, or informal laborers. Rural abandoned children may be less visible yet equally vulnerable because deprivation is embedded in weak service access, family fragility, and low educational continuity. The magnitude and dispersion of the problem mean that child protection cannot rely on sporadic raids or charity-based responses alone.

The Social Affairs Office of Minahasa Regency, particularly the Rehabilitation Division, occupies a strategic institutional position in responding to this issue. Its role includes data collection, verification, rescue and referral, temporary protection, psychosocial accompaniment, skills-building, and cross-sector coordination. From a management standpoint, this makes the agency more than a welfare distributor. It becomes an organizational actor responsible for designing a developmental pathway for children whose educational and social trajectories have been disrupted. The dissertation therefore places the problem within educational management rather than treating it as a purely administrative or social assistance matter.

This positioning is important because abandoned children need more than survival assistance. They need a sequence of learning opportunities, emotional stabilization, identity reconstruction, value formation, and re-socialization. When intervention is reduced to food, clothing, and short-term shelter, the state may address emergency symptoms but fail to alter the developmental life course of the child. Conversely, when intervention is organized as a human resource development process, it begins to ask different questions: How can children be brought back into learning environments? How can confidence and self-regulation be restored? How can skills and aspirations be developed? How can family and community systems be strengthened so that progress is sustained?

The dissertation indicates that Minahasa already has several strengths that make improvement possible. The policy environment is relatively strong, drawing legitimacy from national child protection and social welfare regulations. Cross-sector collaboration also exists, involving the police, women and child protection agencies, local governments, and community-based actors. In some program components, these arrangements improved administrative verification and the effectiveness of child street control. The office also carries out non-formal educational interventions such as skills training and social accompaniment, indicating that a developmental orientation is already present even if not fully systematized.

At the same time, the findings show that implementation remains uneven and partially fragile. Budget coverage reportedly reaches only about 65 percent of actual operational needs. Facilities remain insufficient relative to the scale of the target population. Only a minority of accompanying personnel hold advanced or specialized certification for psychosocial and skills-development work. Community participation remains low, and stigma toward abandoned children persists. Formal education reintegration remains weak, many children continue to prefer income-generating street activity, and routine evaluation is still focused more on administrative outputs than on long-term outcomes such as schooling continuity, psychosocial recovery, or independent living.

These tensions make Minahasa a compelling case for analysis. The question is not whether the government is acting, but whether the existing strategy is educationally and managerially strong enough to produce durable human development outcomes. The dissertation suggests that current practice is moderately effective: it reduces acute vulnerability and provides a degree of short-term support, yet it does not consistently convert intervention into sustained educational participation and social reintegration. This gap between activity and outcome is precisely where educational management analysis becomes valuable.

This article therefore reformulates the dissertation into a 7,000-word journal article with the same broad format used in the earlier papers. It has four goals. First, it describes the strategic pattern adopted by the Social Affairs Office in handling abandoned children. Second, it evaluates the effectiveness of that strategy in meeting basic needs and developing human potential. Third, it identifies the factors supporting and constraining implementation. Fourth, it formulates a strengthened educational management strategy that may help shift the intervention from fragmented welfare responses toward integrated and measurable human resource development. By doing so, the article contributes to the educational management literature while also offering a practical framework for social service institutions working with children in highly vulnerable situations.

THEORETICAL FRAMEWORK

Educational management provides the primary conceptual lens for this study. Classical management theory identifies four core functions: planning, organizing, actuating, and controlling, which remain useful when translated into educational and social development settings. Terry (2014) emphasizes that these functions are interdependent and cyclical rather than linear. In the context of abandoned children, planning refers to the identification of developmental needs and the formulation of child-centered programs; organizing concerns the distribution of institutional roles and the creation

of interagency arrangements; actuating refers to the actual implementation of educational, psychosocial, and skills-building processes; and controlling concerns monitoring, evaluation, feedback, and adjustment. When any one of these functions is weak, the entire developmental chain is affected.

Educational management in this article is not limited to schools or formal classrooms. Mulyasa (2013) and Sagala (2011) view educational management as the systematic organization of learning resources, environments, actors, and evaluation systems to support human development. This broader understanding is highly relevant to social rehabilitation work because children who are abandoned often learn outside conventional schooling. Their learning may occur through counseling sessions, daily routines in shelters, life-skills training, community participation, or guided family reunification. Therefore, educational management becomes a framework for analyzing how learning and development are organized across formal, non-formal, and informal settings.

The human resource development perspective strengthens this framework by focusing on capacity formation over time. Authors such as Mathis and Jackson (2011), Dessler (2015), Hasibuan (2016), and Mangkunegara (2017) emphasize that human resources are not merely labor inputs but embodied combinations of knowledge, skills, attitudes, values, and adaptive capacities. Applied to abandoned children, this means the policy objective cannot stop at protection or rescue. The deeper objective is to develop intellectual, emotional, social, and vocational capacities that allow children to function independently and productively. Human resource development thus requires continuity, progression, and support systems rather than isolated events.

The concept of abandoned children itself also has important theoretical implications. Indonesian legal and social welfare perspectives define abandoned children as children whose essential physical, emotional, educational, and social needs are not adequately met. This condition is not only material but relational. The child often experiences weak attachment, low protection, interrupted learning, and social stigma. Such conditions shape behavior and motivation. Some children disengage from school because street work provides immediate returns; others distrust authority because prior interactions with adults were harmful or inconsistent. Therefore, managerial responses must combine structure with sensitivity. Development planning for abandoned children cannot assume school readiness, family stability, or predictable motivation.

Maslow's hierarchy of needs (1943) helps explain why purely academic or skill-based intervention may fail when safety, belonging, and self-worth remain unaddressed. Children who lack food security, stable shelter, affectionate relationships, and emotional reassurance often struggle to respond to educational opportunities in the same way as children from stable homes. The dissertation's findings on weak psychosocial recovery and low motivation to return to school are consistent with this insight. Before higher-order developmental goals can be sustained, lower-order needs and emotional security must be stabilized. In practice, this means that social services require layered intervention rather than a single-track program.

The study also draws on strategic child development thinking. Santrock (2020) and related child development scholarship argue that children develop most effectively within supportive ecological systems involving family, school, peer networks, and community. This is consistent with the dissertation's emphasis on cross-sector collaboration and family/community integration. No single agency can substitute for an entire developmental environment. Dinas Sosial may initiate rescue, assessment, and accompaniment, but long-term success depends on whether schools accept re-

enrolment, families participate constructively, communities reduce stigma, and local networks support continuity. A fragmented governance environment therefore becomes a developmental barrier in itself.

Because the dissertation is evaluative as well as descriptive, the CIPP model offers an additional theoretical tool. Stufflebeam and Shinkfield (2007) describe evaluation through four dimensions: Context, Input, Process, and Product. Context refers to the relevance of the intervention to real needs; Input concerns the adequacy of resources and design; Process assesses how implementation unfolds in practice; and Product examines both immediate outputs and longer-term outcomes. This model is particularly useful for child welfare programs because it helps distinguish between activity completion and developmental impact. A program may report that children were registered, referred, fed, and trained, yet still show limited product-level improvement if children do not re-enter education, achieve psychosocial stabilization, or remain off the streets.

The article combines POAC and CIPP because they answer different but complementary questions. POAC helps map how the organization manages intervention. CIPP helps judge whether that management arrangement is contextually relevant, adequately resourced, effectively implemented, and productive in the long term. Together they illuminate the dissertation's central tension: the Social Affairs Office in Minahasa has a recognizable strategy and active programming, but its product-level outcomes remain moderate because planning is not fully outcome-based, inputs are constrained, processes are uneven, and evaluation is still strongly output-oriented.

Finally, social participation and stigma form an implicit social theory of implementation in this study. Child development programs do not operate in a neutral environment. Public perceptions influence whether communities cooperate, whether schools welcome returnees, and whether children are treated as capable of growth or as permanent social problems. The dissertation found that community participation remained around 45 percent and that stigma was still visible. This suggests that the developmental environment surrounding the child may undermine formal program efforts. Thus, an adequate educational management strategy must include social communication, community sensitization, and collaborative governance, not as optional extras, but as core conditions for sustainable child development.

METHOD

This article is based on a qualitative descriptive study conducted in Minahasa Regency, North Sulawesi. A qualitative approach was appropriate because the dissertation sought to understand managerial processes, institutional practices, perceptions, field constraints, and developmental outcomes in a context where numerical indicators alone could not adequately capture the complexity of child abandonment and social rehabilitation. The study focused on the Social Affairs Office of Minahasa Regency, particularly the Rehabilitation Division, while also tracing interactions with external actors such as child welfare institutions, local communities, schools, and related government agencies.

Data were collected through three primary techniques: in-depth interviews, observation, and document analysis. Interviews were used to explore the perspectives of officials, social workers, accompanying personnel, and community-linked actors. Observation was employed to capture actual

program situations, including the behavior of children in public spaces, the functioning of accompaniment activities, and the practical condition of facilities. Document analysis was used to review internal reports, administrative records, policy references, program targets, and descriptive statistics reported in the dissertation. This triangulation allowed the study to compare what the program intended to do, what actors said it was doing, and what appeared to happen in practice.

The dissertation states that data analysis followed the interactive model of Miles and Huberman, consisting of data reduction, data display, and conclusion drawing/verification. In practical terms, the analysis proceeded by identifying repeated patterns related to the four research questions: the strategic design of the program, the effectiveness of implementation, the supporting and inhibiting factors, and the educational management strategy needed for improvement. The article retains this logic and presents the findings thematically rather than chronologically. Trustworthiness was pursued through source triangulation, method triangulation, and comparison between interview statements, observational evidence, and documentary traces.

For journal presentation, the findings are synthesized into an analytical narrative rather than reproduced as raw case-by-case transcripts. However, the structure remains faithful to the dissertation: first, the strategy itself is described through POAC; second, effectiveness is evaluated across major developmental domains; third, the main enabling and constraining factors are examined; and fourth, a strengthened educational management model is proposed. The result is not a statistical generalization but a contextualized and theoretically informed interpretation of how one local government agency organizes human resource development for abandoned children in a setting marked by scarcity, stigma, and institutional complexity.

RESULTS AND DISCUSSION

Strategic Pattern of Child Development Services

The first major finding is that the Social Affairs Office of Minahasa already operates with a recognizable strategic pattern rather than with entirely ad hoc responses. Planning activities include child identification, field collection of basic data, verification of family status, and the determination of follow-up pathways. Organizing is visible through coordination with multiple institutions, including provincial social services, law enforcement, women and child protection units, community leaders, and child welfare homes. Actuating includes rescue, temporary handling, skills training, psychosocial accompaniment, and selected education-related actions. Controlling is present through annual reporting and routine administrative oversight, although its quality and developmental depth remain limited.

This managerial architecture matters because it shows that Minahasa is not facing a complete absence of institutional design. The problem instead lies in the unevenness of that design. The planning function is reasonably strong in terms of legal basis and general program direction, but weaker in child-level developmental targeting. The organizing function benefits from cross-sector collaboration, yet role clarity and resource depth remain inconsistent. Implementation is strongest in emergency and short-cycle interventions but weaker where continuity is required, such as returning children to formal

education or sustaining psychosocial support. The control function tends to document how many children were reached rather than what changed in their developmental trajectory.

The result is a strategy that works best at the front end of intervention but loses strength in the longer arc of human resource development. It can identify, process, and refer children; it can provide some support and some short non-formal training; it can also mobilize external actors for child rescue and verification. But the developmental pathway from street vulnerability to education, social reintegration, and independence is not yet consistently institutionalized. This is why the overall effectiveness of the strategy is best characterized as moderate rather than weak or strong. See figure 1.

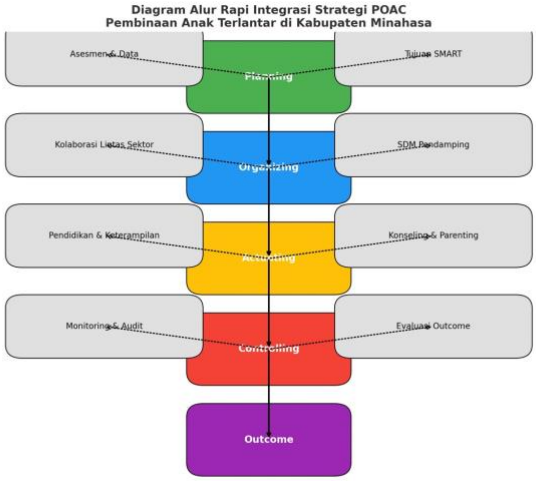

Figure 1. Major strategic pathway of planning, organizing, actuating, and controlling in the Minahasa child-development program.

Table-Based Synthesis of the Core Strategy

Table 1. Summary of the strategic pattern found in the dissertation

Management dimension	Observed practice	Relative strength	Main weakness
Planning	Child data collection, verification, basic assessment, program scheduling, legal alignment	Moderate	Indicators still focused more on activities than long-term outcomes
Organizing	Coordination with police, women and child protection agencies, provincial social services, communities, and institutions	Moderate to strong	Internal personnel and facility capacity remain limited
Actuating	Street control, temporary handling, skills training, non-formal education, psychosocial accompaniment	Moderate	Formal school reintegration and

			sustained counseling are uneven
Controlling	Annual reports, monitoring of activities, administrative review	Weak to moderate	Evaluation rarely measures educational continuity, independence, or social reintegration

Effectiveness Across Development Domains

The second major finding concerns effectiveness. The dissertation does not portray the program as either a complete success or a complete failure. Instead, effectiveness differs by domain. Basic-needs provision is comparatively stronger. Children who are reached by the program can obtain immediate help in the form of food, temporary accommodation, administrative follow-up, and referral mechanisms. This short-cycle support is important because it addresses urgent vulnerability and gives the state a visible intervention point. The same is true for selected non-formal training, where skills courses create at least an initial bridge toward productivity and self-belief.

Effectiveness is less convincing in the developmental domains that require sustained and relational investment. Formal education reintegration remains weak, partly because some children prefer street-based earning, partly because prior school experiences have been negative, and partly because family encouragement is inconsistent. Psychosocial recovery also remains limited. Children often need repeated, trusting accompaniment, yet personnel constraints and service design do not always allow for deep follow-up. Social integration is similarly fragile because stigma remains present in parts of the community, weakening the child's sense of belonging and future orientation.

This pattern suggests that the program is better configured for managing immediate exposure than for rebuilding developmental continuity. Emergency protection and short-term response fit more easily into administrative systems, while confidence restoration, family strengthening, school reintegration, and long-term mentoring require time, specialization, and stable inputs. As a result, the visible output of activity may be higher than the actual outcome in children's lives. See figure 2 & 3, table 2.

Figure 2. Comparison between program targets and realization in selected child-development components.

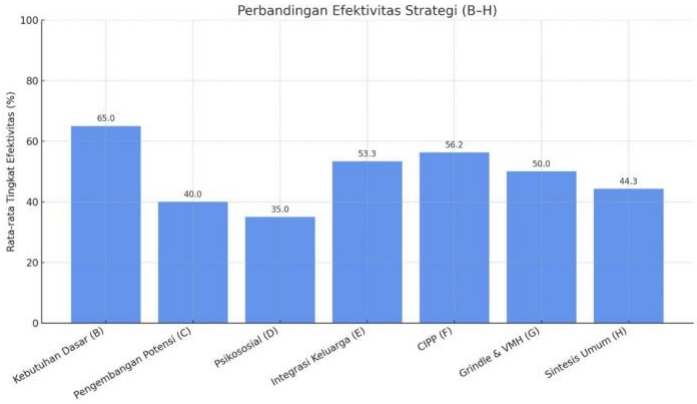

Figure 3. Comparative profile of strategic effectiveness across multiple domains.

Table 2. Effectiveness pattern by developmental domain.

Development domain	Empirical pattern in the dissertation	Interpretation
Basic needs fulfillment	Relatively effective in immediate service delivery and administrative handling	Program responds best when the goal is short-term stabilization
Non-formal skills development	Visible through training and practical activities	Useful as an entry point to confidence and productivity, but not yet enough for long-term independence
Formal education reintegration	Weak and inconsistent	Children's motivation, family conditions, and school continuity remain major barriers

Psychosocial recovery	Partial and uneven	Accompaniment exists, but its depth and continuity are limited
Social reintegration	Moderate to weak	Community stigma and low participation reduce sustainable inclusion

Supporting and Inhibiting Factors

The third major finding is that the strategy is shaped by a dynamic interaction between enabling and constraining factors. On the enabling side, regulatory legitimacy provides a strong platform for action. The agency is not improvising outside its mandate; it works within a nationally recognized welfare and child protection framework. Interagency collaboration is another asset. Coordination with law enforcement, women and child protection bodies, provincial services, and child welfare organizations improves the office's ability to identify children, handle cases, and create referral channels. Non-formal educational and skills-based activities also provide a practical route for intervention where formal schooling has already broken down.

On the constraining side, five issues stand out repeatedly. First, budget limitations reduce the reach and depth of intervention. The dissertation indicates that only around 65 percent of operational needs are covered, affecting transportation, facilities, training, and continuity of service. Second, the availability of qualified personnel is inadequate; only around 40 percent of companions reportedly possess advanced or certified preparation in psychosocial and skills guidance. Third, children's own motivation to return to formal schooling is often low, shaped by economic necessity, prior frustration, and family conditions. Fourth, public participation remains weak, with stigma leading some community members to view abandoned children as troublesome rather than developable. Fifth, evaluation remains heavily administrative, making it difficult to see whether the child's life course is actually improving.

These factors do not operate separately. Budget shortages reinforce personnel shortages; weak personnel depth weakens psychosocial follow-up; weak psychosocial follow-up reinforces low motivation; low public participation weakens social reintegration; and poor evaluation makes it harder to adjust strategy in response to these interacting barriers. This is why the dissertation treats the problem not as a simple implementation gap but as a managerial system problem. See figure 4 & 5, table 3.

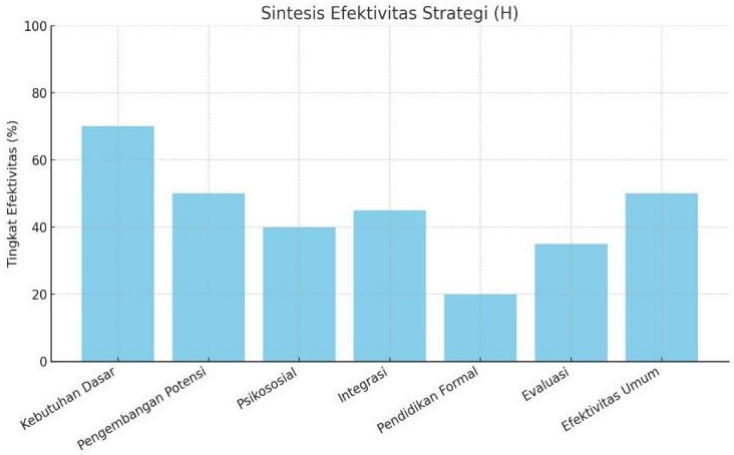

Figure 4. Synthetic profile of strategy effectiveness drawn from the dissertation's visual analysis.

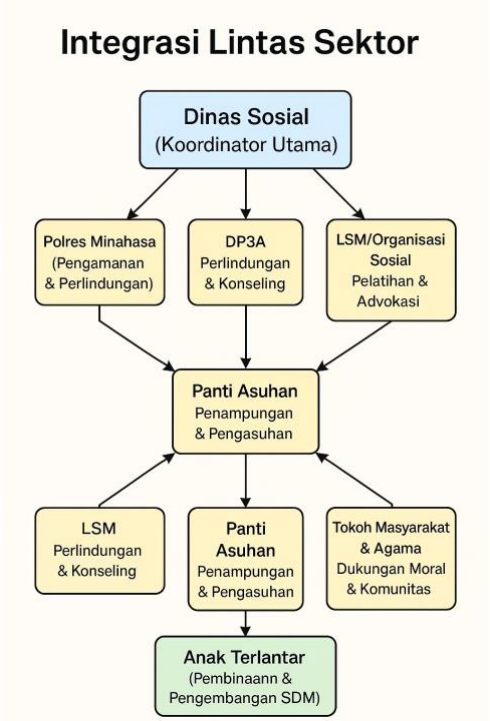

Figure 5. Cross-sector integration network supporting the child-development strategy in Minahasa.

Table 3. Supporting and inhibiting factors affecting strategy performance.

Factor type	Specific factor	Observed implication for the program
Supporting	Strong legal and policy basis	Provides mandate, continuity, and legitimacy for intervention
Supporting	Cross-sector coordination	Improves rescue, verification, and referral functions

Supporting	Presence of non-formal training	Creates developmental opportunities beyond emergency rescue
Inhibiting	Budget limitation	Restricts coverage, facilities, and service continuity
Inhibiting	Insufficient qualified companions	Weakens counseling, life-skills guidance, and individual follow-up
Inhibiting	Low child motivation for schooling	Reduces formal education reintegration
Inhibiting	Low public participation and stigma	Weakens community acceptance and long-term reintegration
Inhibiting	Weak outcome-based evaluation	Obscures real impact and slows program learning

The findings suggest that the Social Affairs Office in Minahasa is already engaged in a form of developmental governance, but one that is still structurally biased toward short-term response. This explains why the program appears more effective in handling immediate needs than in producing durable educational and psychosocial outcomes. From a POAC perspective, planning and organizing are present, but they do not yet fully translate into a continuous developmental chain. The planning function remains activity-centered, meaning that the organization can specify what it will do, but not always what developmental change it expects to produce. This weakens the strategic coherence of later stages.

The results also reaffirm that abandoned-children policy should be analyzed as an educational management issue. Much of the current public conversation around abandoned children revolves around rescue, charity, discipline, or public order. The dissertation shows that these perspectives are too narrow. If abandoned children are future human resources, then the key managerial challenge is how to rebuild learning pathways. That pathway includes literacy, social behavior, emotional regulation, practical skills, confidence, and institutional belonging. In other words, successful policy is not merely the removal of children from visible risk spaces; it is the creation of a credible developmental alternative to those spaces.

The weakness in formal school reintegration is especially revealing. It indicates that child development cannot be reduced to the supply of a program. Demand-side conditions matter as well. Children may see school as costly, humiliating, or disconnected from survival. Families may rely on children's street income or may lack the structure to sustain school attendance. Schools may not always be ready to re-absorb children with irregular histories. Therefore, educational management for abandoned children must include motivational, relational, and institutional work. It is not enough to instruct children to return to school; the system must make return emotionally possible, materially feasible, and socially valued.

The psychosocial findings carry similar implications. Limited counseling depth undermines the child's ability to benefit from educational and vocational opportunities. This aligns with Maslow's framework: where safety, attachment, and esteem are unstable, development remains brittle. Children

may attend activities, but without emotional recovery they may not persist, trust, or plan for the future. Hence, psychosocial support is not a side service; it is a developmental prerequisite. A management model that treats it as secondary will continue to produce fragile outcomes.

The CIPP lens clarifies why the strategy reaches only moderate effectiveness. Context is strong in the sense that the problem addressed is highly real and socially urgent. Yet context is weak in another sense: the surrounding social environment still contains stigma, weak family support, and irregular community participation. Input is clearly constrained by budget, facilities, and qualified personnel. Process is active but uneven, showing energy in rescue and administration yet inconsistency in long-cycle accompaniment. Product is mixed: there are visible outputs, but product-level developmental transformation remains partial. This four-part reading helps explain why administrative busyness should not be mistaken for developmental success.

The role of public participation deserves particular emphasis. The dissertation's estimate that active public support is still low suggests that community relations remain underdeveloped. This is not a superficial issue. Social reintegration is impossible when children re-enter neighborhoods in which they are labeled as troublesome, lazy, or deviant. A child who senses rejection is less likely to sustain school attendance, more likely to reconnect with street networks, and less likely to build a positive future identity. Educational management therefore has to work outward toward the environment, not only inward toward the child. Public communication, local collaboration, and anti-stigma strategies become developmental tools, not merely public-relations activities.

Another important discussion point concerns evaluation. The dissertation strongly criticizes the dominance of administrative reporting. This critique is justified. Counting how many children were reached, referred, trained, or documented is necessary, but it says little about whether they returned to school, achieved psychosocial stability, remained out of street work, or developed employable competence. Without such indicators, the organization cannot know which interventions truly work. It also cannot build cumulative institutional learning. In this sense, evaluation weakness is not just a technical flaw but a strategic limitation. It prevents the organization from becoming a learning system.

The broader implication is that local government child policy needs to shift from episodic welfare management to evidence-informed developmental management. The Social Affairs Office already possesses the beginnings of such a model: legal support, coordination experience, and practical intervention channels. What is missing is stronger developmental architecture—better indicators, stronger personnel competence, longer follow-up cycles, digitally supported case management, and a more explicit theory of change linking rescue to reintegration and reintegration to human resource development. Once these are connected, the office's work can move from partial moderation toward stronger educational impact.

Proposed Educational Management Strategy

Building on the dissertation's evidence, a strengthened educational management strategy should move beyond fragmented child handling and toward a structured development model with measurable long-term outcomes. The proposed strategy below retains the POAC structure but aligns it with CIPP-based evaluation and community-centered implementation.

1. Planning

Planning should begin with periodic child-level needs assessment rather than general case recording alone. Every child should have a developmental profile covering family condition, schooling history, psychosocial status, skills interests, health risks, and reintegration possibilities.

Program planning should include measurable educational indicators, such as school re-entry, attendance continuity, literacy improvement, completion of specific skills modules, psychosocial recovery milestones, and post-program social functioning. These indicators would shift the strategy from output counting toward outcome tracking.

Planning should also incorporate digital case management. A simple integrated data system would reduce duplication, improve case continuity, and allow faster coordination across the Social Affairs Office, schools, child welfare homes, and local government partners.

2. Organizing

Organizing should strengthen the internal resource structure of the program. The most urgent need is to improve the number and quality of companions and social workers through targeted recruitment, certification, and in-service professional development.

Cross-sector coordination should be formalized through regular coordination meetings, role maps, and referral protocols involving police, schools, women and child protection agencies, village governments, and community organizations. This would reduce informal dependence on personal relationships.

Community actors should be treated as part of the organizational environment. Religious leaders, neighborhood heads, women's groups, youth groups, and child-welfare organizations can function as local support nodes for monitoring, acceptance, and re-socialization.

3. Actuating

Implementation should combine basic-needs support with sequenced developmental intervention. Immediate rescue must be followed by stabilization, counseling, non-formal learning, skill-building, family work, and school or livelihood pathways.

Formal education reintegration requires motivational work, family counseling, and school mediation. Some children may need bridging programs before re-entering school, especially when they have learning gaps or negative prior experiences.

Psychosocial accompaniment should become more intensive and structured, using repeated counseling sessions, peer support, and routine progress review. Skills training should be linked to real opportunity structures so that children can see a credible future beyond street-based income.

4. Controlling and Evaluating

Control should no longer rely mainly on annual administrative reports. Instead, routine monitoring should track both case progression and developmental outcomes at fixed intervals. The CIPP model is useful here: context checks confirm relevance, input checks verify resource sufficiency, process checks examine implementation quality, and product checks assess actual child outcomes.

Outcome-based evaluation should include at least five dimensions: educational continuity, psychosocial recovery, social reintegration, skills acquisition, and emerging independence. Data should be reviewed not only for accountability but for learning and redesign.

Feedback loops are essential. Evaluation results should inform revised planning, targeted budget requests, staff development priorities, and partnership decisions. In this way, the Social Affairs Office

can become a learning organization rather than a merely reporting organization. See figure 6 and table 4.

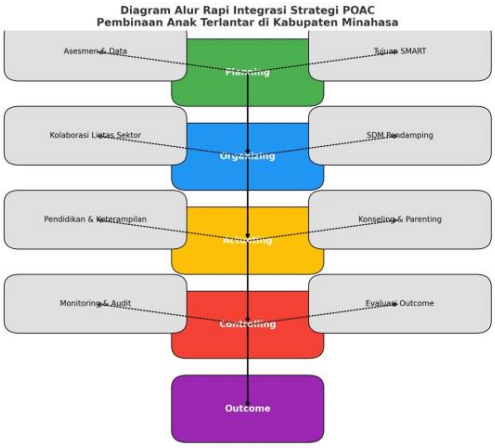

Figure 6. POAC-based strategic model as adapted for strengthened educational management.

Table 4. Priority improvement agenda for strengthening the Minahasa strategy.

Priority area	Current issue identified in the dissertation	Recommended management action	Expected long-term effect
Data and planning	Planning not yet outcome-based	Adopt developmental case profiles and measurable child indicators	More accurate targeting and stronger continuity of intervention
Human resources	Limited number of qualified companions; only a minority certified	Recruit, certify, and train companions regularly	Stronger psychosocial and educational accompaniment
Facilities and budget	Operational resources cover only part of actual need	Increase local allocation and diversify partnerships	Better service coverage and reduced disruption
School reintegration	Many children reluctant or unable to return	Create bridging, counseling, and school mediation schemes	Higher educational continuity
Community acceptance	Participation low and stigma still visible	Launch anti-stigma and participation campaigns	Improved social reintegration
Evaluation	Reports emphasize outputs, not outcomes	Use CIPP and track educational, psychosocial, and independence outcomes	Evidence-based improvement and policy learning

Detailed Interpretation Of Key Figures

The visual materials drawn from the dissertation further reinforce the mixed character of program effectiveness. The target-versus-realization chart indicates that some components are much closer to desired levels than others. Activities tied to administration and basic service logic tend to perform better because they match the current bureaucratic strengths of the agency. They are also easier to count, easier to schedule, and easier to report upward. By contrast, domains such as psychosocial recovery and sustained educational reintegration lag because their success depends on repeated human interaction and cooperation from multiple external actors. This distinction is analytically important. It means that the problem is not a generalized institutional incapacity but a mismatch between managerial strength and developmental complexity. The agency can move children through procedural steps, but it still struggles to secure the relational and environmental conditions needed for enduring change. In practical terms, every future reform should ask whether a given program component is merely administratively manageable or whether it also has the depth needed to alter the child's learning trajectory, sense of self, and social belonging over time.

The comparative effectiveness figure likewise reveals that strategy performance is uneven rather than flat. Basic-needs fulfillment appears stronger than psychosocial recovery and formal educational return. This pattern suggests that the organization's service logic is still closer to social assistance than to comprehensive developmental management. Such a pattern is understandable, because local governments often face political pressure to demonstrate visible outputs rapidly. Food support, emergency rescue, and street control can produce visible administrative success. Yet the dissertation implies that visible success may coexist with developmental recycling, in which children are repeatedly reached but not durably transformed. A child may receive aid, be documented, and even be sent home, only to return to the street because the underlying educational, economic, and emotional conditions remain unresolved. Thus, the figures do more than illustrate performance; they expose the hidden instability of output-driven success. For educational managers, this means that the true benchmark of performance should be continuity of change rather than one-time intervention completion.

The cross-sector integration diagram is also significant because it clarifies that child development in this setting is structurally interdependent. The Social Affairs Office functions as the central coordinator, but its success depends on the willingness and capacity of surrounding actors to perform complementary roles. Police may support control and protection, women and child protection institutions may provide specialized support, child welfare institutions may supply temporary care, and communities may either open or close pathways for reintegration. The implication is that strategy failure cannot always be attributed to the Social Affairs Office alone. When schools are unreceptive, families are unstable, or communities are stigmatizing, the agency's own efforts lose traction. However, this does not absolve the agency of responsibility. Rather, it means that educational management must include network management. The office must learn to manage dependency relationships, negotiate commitment, create shared expectations, and maintain coordination routines. In this sense, the visual network is not merely a partnership map; it is a map of the governance conditions under which abandoned children either regain or lose developmental opportunity.

Policy and Practice Implications

Several implications emerge for local policy makers. First, child abandonment should be embedded more explicitly within district human development planning rather than handled only as a social assistance subtheme. This would elevate the issue in budget negotiations and allow performance indicators to be connected to education, health, and social inclusion targets across agencies. The dissertation already notes the relevance of the district development plan. The next step is to operationalize that relevance through interagency indicators and shared accountability. For instance, the Social Affairs Office should not be solely responsible for school re-entry outcomes if schools, village governments, and child protection agencies are also necessary to make that outcome possible. A shared-indicator framework would reduce institutional siloing and improve follow-through at the local level.

Second, practice should shift from case closure to case continuity. Many bureaucratic systems are designed to close cases once immediate action has been taken: the child is documented, referred, reunited, or enrolled in a program. But abandoned-child development often requires long-duration accompaniment. A more appropriate logic would include staged progression markers over six to twelve months or more. Case continuity could track whether the child remains in school, continues training, experiences relapse into street activity, or shows signs of psychosocial improvement. Such a shift would improve both accountability and learning, because practitioners would see where developmental pathways break down. It would also help distinguish between symbolic assistance and effective accompaniment.

Third, personnel strategy needs to be treated as a policy issue rather than merely an operational matter. The dissertation's finding that only a minority of companions are highly qualified suggests that the system is trying to solve a complex developmental problem with an insufficient professional base. This creates dependence on goodwill, improvisation, and overextended staff. For local governments, investment in personnel competence is often less visible politically than infrastructure spending, yet it may be far more consequential for vulnerable children. Certification in psychosocial support, child development, case management, and non-formal education methods should therefore be recognized as a strategic priority. Without this investment, even well-intentioned programs will continue to produce shallow gains.

Fourth, community participation should be redesigned rather than merely encouraged. Calls for greater public involvement often fail because they assume that communities are passive reservoirs of goodwill waiting to be mobilized. In reality, communities may contain fear, stigma, fatigue, or moral judgment toward abandoned children. Participation therefore must be engineered through concrete roles, incentives, and communication. Neighborhood watch-style monitoring, local learning groups, religious community mentoring, youth peer initiatives, and public recognition for supportive villages are examples of mechanisms that can transform abstract participation into social infrastructure. The dissertation's low participation estimate shows that this area cannot be left to goodwill alone; it requires deliberate social design.

Fifth, digital tools should be used selectively but strategically. The dissertation mentions the need for better data systems and more integrated management. A full-scale digital transformation may be unrealistic in the short term, but simple steps—such as digital case logs, shared referral records, appointment reminders, and follow-up dashboards—could significantly improve continuity. Digital systems should not replace human contact, especially in psychosocial work, but they can reduce

fragmentation and help managers notice when a child is slipping through the system. In this way, technology becomes a support mechanism for relational work rather than a substitute for it.

Limitations and Future Directions

As a qualitative reformulation of one dissertation case, this article does not claim universal applicability. The Minahasa context has particular demographic, administrative, and cultural features that shape both the problem and the response. The relative strength of local regulations, the availability of partner institutions, and the specific patterns of urban-rural distribution may differ from those in other districts. Therefore, the strategy proposed here should be treated as analytically transferable rather than automatically generalizable. Readers and policy users should adapt the framework to their own institutional ecology, especially with regard to resource levels and community structures.

A second limitation lies in the evidence profile itself. Like many social development studies, the dissertation contains stronger descriptive evidence on program activity than on long-term life-course outcomes. This is not a flaw unique to the study; rather, it reflects the wider evaluation limitations already identified in the findings. Because long-term tracking was weak in the program environment, some conclusions about sustained independence and social reintegration are necessarily interpretive rather than longitudinally demonstrated. This reinforces, rather than weakens, the article's argument that future program design must strengthen outcome monitoring. Better evidence systems would allow future researchers to compare child trajectories over time and assess which intervention combinations are most effective.

Future research should therefore proceed in at least three directions. First, longitudinal case tracking would help identify the conditions under which children remain in school, maintain psychosocial progress, or relapse into vulnerability. Second, comparative studies across regencies could clarify whether Minahasa's pattern of moderate effectiveness is typical or exceptional. Third, mixed-methods evaluation could integrate administrative data, child outcome measures, and qualitative narratives to create a more robust evidence base for policy design. Such work would deepen the contribution of educational management to social rehabilitation and support the emergence of child-development policy that is not merely compassionate, but also strategically rigorous and empirically grounded.

Synthesis

Taken together, the dissertation and this article point to a central synthesis: the handling of abandoned children in Minahasa is caught between a protection model and a development model. The protection model is necessary because children facing abandonment must first be secured from immediate risk. Yet when this model dominates, the system becomes good at rescue, referral, and reporting while remaining weak at rebuilding life trajectories. The development model, by contrast, assumes that every intervention should open a pathway toward learning, social participation, and future independence. The Minahasa strategy already contains fragments of this model—skills training, counseling, community linkage, and institutional coordination—but these fragments need stronger managerial integration. In practical terms, the next stage of reform is not to replace current practice entirely but to connect and deepen it. Rescue must lead into stabilization; stabilization must lead into education or training; education and training must be supported by psychosocial recovery; and all of

these must be reinforced by family and community acceptance. Only when the stages are intentionally connected can child handling become true human resource development.

This synthesis also carries a normative message about state responsibility. Children who grow up in abandonment are frequently judged through the lens of behavior rather than through the lens of deprivation and interrupted development. The dissertation implicitly resists that tendency by insisting that these children remain educable, developable, and socially valuable. For educational management, this is a profound stance. It means that management is not only a technical exercise in coordination and evaluation, but also an ethical commitment to designing systems that restore possibility where possibility has been eroded. If Minahasa's institutions can reorganize their strategy around that principle, then the program's success will no longer be measured mainly by the number of children processed, but by the number of children who recover a future.

CONCLUSION

This article shows that the Social Affairs Office of Minahasa Regency has already established a meaningful strategic response to the problem of abandoned children. The response is not random; it is anchored in legal mandates, cross-sector coordination, and recognizable management functions. The agency is able to identify children, mobilize partners, provide immediate assistance, and deliver some non-formal developmental interventions. These are significant institutional strengths and should not be understated. At the same time, the strategy remains only moderately effective when judged from an educational management and human resource development perspective. The strongest results appear in basic-needs fulfillment, administrative handling, and selected short-cycle skills training. The weakest results appear in formal education reintegration, psychosocial recovery, community acceptance, and long-term outcome evaluation. These weaknesses stem from interacting constraints in budget, personnel, facilities, child motivation, public participation, and the absence of strong outcome-based monitoring. The central contribution of the dissertation, and of this journal reformulation, is to reframe abandoned-children handling as a developmental management process rather than merely a welfare or public-order task. Once this shift is made, the implications become clear: planning must become outcome-oriented; organization must include stronger interagency and community architecture; implementation must combine protection with learning and psychosocial recovery; and control must track real developmental change rather than administrative activity alone. A strengthened POAC-CIPP strategy offers a practical way forward. By integrating developmental indicators, companion capacity-building, digital case management, stronger family and school mediation, community anti-stigma work, and continuous evaluation, local government can move closer to transforming vulnerable children into developing human resources with stronger educational continuity, social functioning, and independence. Such a shift would not only improve child welfare practice in Minahasa but also offer a transferable model for other local governments facing similar challenges.

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