

Implementation of the Education Function on the Supervision of Child Social Worker in Indonesia

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Abstract

The purpose of this research is to produce an overview of the supervision implementation on the educational function carried out by the supervisor of child social worker. This research used an internet-based survey of supervisors and child Social Workers in 34 provinces which was responded by 161 people. To complete the data, interviews and Focus Group Discussions were conducted in four locations. The research results showed that the educational background of respondents was only 29,19% who had social work education, so they had educational needs especially in conducting assessment and intervention to deal with children's social welfare problems. The implementation of the education function in supervision is mostly (50.93%) still related to the provision of policy or program information from the central and local government. Meanwhile, the distance between the existence of the supervisor and the child social worker supervised far apart. Comparison between supervisors and the social work of child supervised is inadequate (such as 1:62). Media supervision that is used is social media with WhatsApp, so it is less effective. The results of this research recommend the existence of Online-based supervision as a communication system in the process of supervising social work in handling social welfare and child protection.

Keywords: *educational function, supervision, child social work practice.*

1. Introduction

Supervision is an activity that must be carried out in the practice of social work for children (1) Supervision is an activity that must be carried out in the practice of social work for children [1]. The importance of supervision in social welfare for children programs, especially for vulnerable groups, because it relates to children's psychosocial, health and academic conditions [2] as well as to ensure the safety and social welfare of children. Supervision is an inseparable part in the process of social work practice, this is undertaken to monitor, to direct and to ensure the performance of the supervised person doing work effectively, professionally and safely for clients [3]. Supervision is also carried out to help overcome the difficulties of social workers in carrying out their duties [4]. Indonesia already commits the application of supervision to social workers in the implementation of the social welfare program for children by assigning 34 supervisors to supervise 751 child social workers (CSWs) that placed in 453 districts/cities in Indonesia (Directorate of Child Rehabilitation Social 2018). Based on these data it appears that the comparison between the number of supervisors and CSW supervised is inadequate, besides that the ratio also varies, for example in Central Java province the ratio of supervisors to children social workers supervised is 1: 67, while in North Kalimantan 1: 7. This comparison is influenced by the number of regencies/cities in one province. The existence of a Children Social Worker Supervisor is placed in the provincial capital, while CSW are assigned to regencies/cities geographically in several inter-island locations such as Ambon, Papua, NTB and several other provinces. These conditions indicate that the implementation of supervision has become less effective. This will also affect the quality of services for handling psychosocial cases of children that require intensive treatment.

Meanwhile, the case of children in Indonesia every day also shows an increase in both the number and types of cases of social welfare of children. Based on data from the Ministry of Social Affairs in 2015, 5,900 children were victims of violence, 34,000 street children, 3,600 children faced with the law [5]. These cases must be responded to and handled by social workers. A report from the supervisor of CSW in DKI said that one CSW every month must handle 30 cases of children. While the competence of CSW is still limited, including in handling cases [6]. This requires education from the supervisor. The challenge of increasing cases of children is also evident from the results of a survey of life experiences of children and adolescents (KPPA, 2018) suggesting that 2 out of 3 Indonesian children have claimed to have experienced violence (physical, emotional, sexual violence). The burden of the tasks carried out by the Children Social Workers is quite a lot and they must also work according to ethics in child protection [7]. In fact, the educational background of CSW about 60 percent are not in the background of social work education and do not have the task of working with children. The limitation of social workers in the field requires intensive support from supervisors, especially in the education function, so that the handling of social welfare and psychosocial causes of children can be done appropriately, safely and children can continue their developmental tasks.

2. Literature Review

2.1. Important of Supervision in Social Work Practice

The purpose of the deployment of supervisors is to direct the implementation of the children's social welfare program effectively and efficiently [8]. Several research/references suggest the importance of supervision in children's social welfare programs, especially for children of a vulnerable group, as they relate to children's psychosocial, health and academic conditions [9] as well as to ensure the safety and social welfare of children [10]. A person who conducts supervision is called supervisor, assuming that a supervisor must have more capacity than the social worker he supervises [11]. While the supervised person is called a supervisee, in this case, a social worker who provides services in social welfare programs of children. A social worker who works with children must have special competencies following child social worker skill's standard that must be met include: 1) Knowledge about social work theories, values and methods for carrying out social work practices with children; 2) The applicable laws and policies relating to the handling of children and families; 3) understand the stages of child development; 4) communication skill and improvisation; 5) assessment, where the social worker needs to perform dynamic roles following the assessment framework; 6) safeguarding, child protection and how to distinguish them; 7) perform critical analysis skills effectively; 8) perform of effective planning; 9) work in and around the organization; 10) recording; and 11) how to protect himself as a social worker [12].

The main functions of the supervision of social work practices are education, administration, and supportiveness [8]. These functions must be carried out simultaneously, but in their implementation, there is more emphasis on administrative, educational or supportive functions. In the administrative function, supervision is more focused on the management process, reporting. Whereas, in the process of education is to increase knowledge and skills to develop professional capacity in providing effective services. While supportive implementation, to provide motivation or enthusiasm so that supervised social workers like to do their jobs, can maintain work stability when experiencing burn out or boredom or even exposure to trauma due to handling trauma client [13]-[15].

The importance of implementing supervision on the education function was started by Sir Francis Bacon that education provided through supervision can provide strength,

tools, mastery of knowledge and skills as well as emotional endurance for social workers to overcome the difficulties of their duties. Furthermore, argue that the implementation of the education function in supervision has the effect of increasing the service outcomes reported by child welfare social workers to get better results. [16] found out about the importance of educational and supportive functions in the implementation of supervision of children's social welfare [7]. Given the problem of the social welfare of children is increasing both the number and type, it also sometimes makes social workers exposed when dealing with trauma or problems of violence on children [16]. Likewise, with the types of child social welfare issues handled by Child Social Workers in Indonesia, there are quite a number of them including children dealing with the law, neglected children, child care, and children who need special protection (including children victims of violence, children with disabilities). Child social workers also have a mandate from Law No. 11 of 2012 for assisting children in dealing with the law. Another challenge for Child Social Workers is to respond to children's cases where every day there is an increase in cases including cases of violence against children. The survey results of life experiences of children and adolescents (KPPA, 2018) suggest that 2 out of 3 Indonesian children have claimed to have experienced violence (physical, emotional, sexual) [17]. The burden of the tasks carried out by the Child Social Workers is quite a lot and they must also work according to ethics in child protection This condition requires intensive supervision especially on the educational function of the Supervisor [18].

The supervisor's duties in carrying out the education function in the Handbook of CSWs Supervisor issued by the Directorate of Social Rehabilitation of Children are: 1) providing policy information; 2) increasing the case response capacity; 3) to direct to work closely with the program; 4) increase the capacity of child social workers related to social work practice processes (assessments, interventions); and 5) strengthening in reporting. While the conditions of comparison between supervisors and supervised ones are inadequate and varied, for example in Central Java Province, the ratio of supervisors to supervised ones is 1:67, while in North Kalimantan 1:7. This comparison is influenced by the number of districts/cities in one province. The existence of Supervisors is placed in the provincial capital, while child social workers are placed in districts/cities geographically in several inter-island locations such as locations in Ambon, Papua, NTB and several other provinces. These conditions indicate that the implementation of the education function has become less effective. This will also affect the quality of children's social welfare services. Based on this background, the researcher is interested in researching the implementation of the educational function carried out by supervisors for CSWs in Indonesia.

2.2. Educational Function for Social Work Supervision

Educational supervision is concerned with teaching the worker what he or she needs to know to do the job and helping him or her learn it. Every job description of the supervisor's position includes a listing of this function: "instruct workers in effective social work techniques"; "develop staff competence through individual and group conferences"; or "train and instruct staff in job performance [12]. Studies of functions that supervisors identified as those they performed included such educational activities as teaching, facilitating learning, training, sharing experience and knowledge, informing, clarifying, guiding, helping workers find solutions, enhancing professional growth, advising, suggesting, and helping workers solve problems. Educational supervision is concerned to guide, teach and monitor knowledge, skills, and attitudes in the implementation of social worker tasks to handle cases, and social worker interactions with clients [19]-[20]. In [14] found out about the importance of the education function in supervising children's social welfare. This is done considering the complex social problems of children and varies both from age and type of problem [7]. The importance of

implementing supervision on the education function was started by Sir Francis Bacon that education provided through supervision can provide strength, tools, mastery of knowledge and skills as well as emotional resilience for social workers to overcome the difficulties of their duties. Supervision is a process by which one worker is given responsibility by the organisation to work with another worker(s) in order to meet certain organisational, professional and personal objectives which together promote the best outcomes for service users. These objectives or functions are: (1) Competent accountable performance (managerial or normative function) (2) Continuing professional development (developmental/formative function) (3) Personal support (supportive/restorative function) (4) Engaging the individual with the organisation (mediation function) [21].

2.3. Education Content of Social Work Practice with Children

Educational content that must be considered by supervisors in social work practices with children consists of knowing about needs is concerned with the client namely the child (child development), problem (types of social and psychosocial problems of children, causes and effects of children's social problems); and pace relating to the environment or ecology of children and referral institutions in handling children and the process is related to the process of social work practice in handling children, i.e. initiating social contact with children, assessment and intervention [12], [22]-[24]. Competencies as a child social worker following competency standards for social work practices with children, namely: 1) Knowledge about social work theories, values and methods for carrying out social work practices with children; 2) The applicable laws and policies relating to the handling of children and families; 3) understand the stages of child development; 4) communication skill and improvisation; 5) assessment, where the social worker needs to perform dynamic roles following the assessment framework; 6) safeguarding, child protection and how to distinguish them; 7) perform critical analysis skills effectively; 8) perform of effective planning; 9) work in and around the organization; 10) recording; and 11) how to protect himself as a social worker [23], [6]. Institutional or organizational policies either relate to programs or rules that must be obeyed by social workers, also ethic social work practice with children, Ethics of working with children includes referring to the Convention on the Rights of the Child, which is oriented to the best interests of children, non-discrimination, respecting the dignity of children, listening to children's opinions, and providing protection of children from violence (physical, emotional, sexual), exploitation, neglect and mistreatment [25].

Many approaches to educate and implement the content of supervision of social work with children such as providing the job training relating to social work practices with children such as about communication with children, giving an evaluation about performance on regular basis and offer specific suggestion and how can improve, providing feedbacks to supervised social worker questions, give examples or demonstrate skills in social work practices with children such as how to assess with children, intervention techniques, peer group supervision to share experiences among social workers in handling child cases, discussion about case handling conducted by social workers with children, explaining the reason behind agency policy and procedure [19], [26]. However, innovation is also needed in developing supervision methods following the context of the changing times such as using information media and technology, because the practice of social work always moves to follow the development of problems and human life [27]. In Indonesia, the implementation of supervision function refers to the theory of supervision and the education function, where the supervisor represents the organization namely the Directorate of children of the Ministry of Social Affairs. The supervisor's task in the educational function is; a) Providing information about policies : (b) Directing child social workers in implementing programs in their working area: (c) Providing case responses and release information on events that occur in the working area

in improving services; (d) Making efforts to develop the performance of social workers in the implementation of social welfare programs for children by providing constructive feedback (d) Improving the capacity of social workers about assessments, intervention plans, implementation of interventions; conducted by receiving reports, providing feedback relating to the performance of child social workers regularly, discussing things that hinder the implementation of tasks related to the limitations of knowledge, skills and values [28]-[29].

2. Methodology

This research uses descriptive survey with Google form through the internet. The use of this online survey is because there are many respondents and their locations are spread throughout Indonesia [13]. To complete the data, a focus group discussion was held with Child Social Workers and Supervisors at four locations, namely in the province of South Sulawesi, Bangka Belitung province, West Java province and DKI Jakarta Province.

Participant. Respondents in this research are CSWs and supervisors assigned by the Ministry of Social Affairs throughout Indonesia. The total number of CSWs is 753 while there are 34 supervisors in 34 provinces. In this research, the sample is determined based on accidental that is all members of the population are given a link to fill the instrument via Google form. Of the total CSWs and supervisors, there were 161 instruments filled in. Furthermore, this amount can be used as respondents. Informants involved in the FGD to complete the data in four locations were 4 supervisors and 36 CSWs.

Measuring instrument. To measure the implementation of supervision is done by using an ordinal scale that is every statement with the category always, often, rarely, and never. Measurements were made on aspects of the supervisory education function based on a guidebook from the Ministry of Social Affairs. Measurements were also asked about communication media in the implementation of supervision on the education function. Alternative answers in measuring instruments about communication media include: 1) face to face; 2) regular meetings, 3) social media and face-to-face; 4) social media; 5) and others.

Data Analysis. Data analysis was carried out quantitatively and descriptively qualitatively, that is data obtained from the Google form were analyzed descriptively to obtain an overview of the implementation of the educational function in supervising the practice of social work with children by supervisors of child social workers in Indonesia. Furthermore, the results of focus group discussions were analyzed qualitatively to complement the data on the implementation of the educational function in the supervision of social work supervisors in Indonesia.

3. Result and Discussion

3.1. Results

This research found a description of the characteristics of respondents, the implementation of the supervision of education function by supervisors to the Child Social Workers (CSWs) and media that used in supervision.

3.1.1. Characteristics of respondents

Respondent characteristics are seen from age, educational background, and length of work. The age of most respondents (39.75 percent) aged between 26-30 years. This indicates that the respondents are a productive age who can always be increased in capacity as a child social workers. The education level of the respondents 69.56 percent were bachelors, however, those with a social work education background were only 29.19 percent. Viewed from the 'length of work' being a child social worker there are 52.18

percent who work between 1 to 5 years. The duration of work also affects the capacity of CSWs in carrying out their duties and the need for supervision in the educational function. The survey results show that the condition of the respondents viewed from the length of work is as in the following table.

Table 1. Conditions of Respondents Based on Length of Work

No.	Length of Work	Frequency	Percentage (%)
1.	< 1 year	26	16,14
2.	1-5 years	84	52,18
3.	6-10 years	51	31,68
Total		161	100,00

From the table above shows, there are still CSWs who have a working period of less than 1 year which is 16.14 percent. However, the majority (52.18 percent) of their working years are 1-5 years. These conditions indicate that the implementation of supervision in the education function is also still needed.

3.1.2. Implementation of educational functions

The survey results indicate that the supervisors have performed five aspects of the educational function in conducting supervision of CSWs, namely: (1) providing policy information; (2) capacity building in responding to cases; (3) directing program assistance, and (4) increase the capacity of social workers related to The Process of Social Work Practice. (5) Capacity building in preparing the report. The detailed data of all five aspects of the survey results can be seen in the following graph.

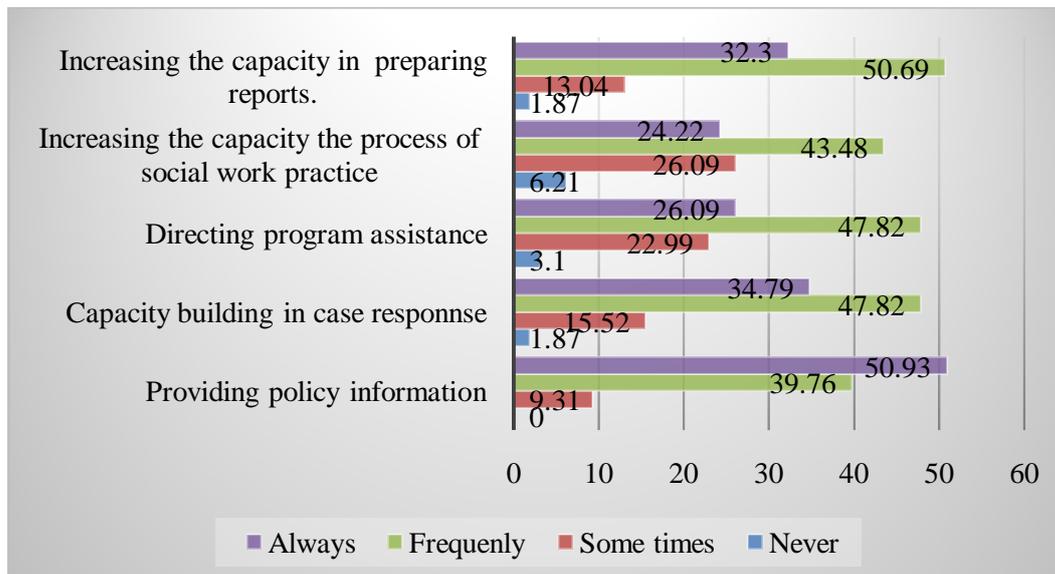


Figure1. Implementation of educational functions in supervising CSWs by supervisors

From the graph above shows that the highest percentage in carrying out the educational function is the supervisor ‘always’ (50.93 percent) provides information about policies or programs from the Ministry of Social Affairs or local government. The supervisor is an extension of the Directorate of Social Rehabilitation of Children, so the supervisor will immediately submit policy or program information from the Directorate of Social Rehabilitation of Children that must be immediately known to all Child Social Workers (FGD Results). On the other hand, it was found 6.21 percent of respondents who

answered never received supervision on aspects of capacity building, especially in conducting assessments and interventions. In detail, every aspect of the education function will be explained as follows.

a) Provision of policy information

The Child Social Worker Supervisor is an official of the Ministry of Social Affairs who is positioned in the provincial capital so that he must convey policy information from the Ministry of Social Affairs to the Child Social Worker who is deployed in the District/City. The survey results showed that 50.9 percent of respondents answered that supervisors "always" and 39.8 percent "frequently" conveyed policy information from the Ministry of Social Affairs including provincial policies. The media used in the delivery of this information, 84.47 percent of respondents answered using social media. The reasons for using social media from the FGD results are a) WhatsApp group is already available; b) this media is considered the fastest and efficient way in conveying the latest information; c) the geographical distance between the supervisor's location and the location of Child Social Workers in each district far apart even in South Sulawesi and the Bangka Belitung Islands. If anyone does not understand Child Social Workers (CSWs) will ask his fellow CSWs whose locations are closed by.

b) Increased social work capacity in case response

The task that must be immediately carried out by the Child Social Worker is the case response that occurs in their working area. The cases of children that are responded to include violence, neglect, exploitation including referral cases from the police, the community, and assignments from the local Social Service. The results of interviews and FGDs revealed that there are still many child social workers who have limited knowledge and skills about techniques in implementing case responses. The techniques needed in case response are assessment technique, coordination technique with stakeholders (building networks), advocacy, crisis intervention, basic counselling and referrals to safe houses. This is especially needed by those who have a working period of fewer than two years and not a background in the education of social work, as stated by one informant: ".....I have very limited knowledge about the assessment and handling of cases for children who are victims of violence. My educational background is not a social worker" (as informant G). For this reason, the need for education from a supervisor is required. The survey results indicate that there is 48.1 percent who answer 'frequently' get education from the supervisor regarding the case response. However, 3.1 percent answered never and 23.1 percent answered sometimes. The most widely used supervision media in increasing the capacity of Social Workers in case responses is social media (75, 16 percent). The results of the FGD that conveyed by the Supervisor on the aspect of capacity building for case response is by (1) reminding about the completeness of identity when conducting a case response; (2) reporting the results of case responses that have been carried out by child social workers; (3) reminds that social workers must meet directly with victims, perpetrators or witnesses.

c) Directing in program assistance

Supervisors are required to improve the performance of CSWs in assisting programs to handle child social welfare problems from the central and regional governments. One of the implementations is to provide feedback from reports provided by CSWs. This feedback must be given constructively, the survey results showed that 46 percent had often been supervised by supervisors to direct program assistance. The results of the FGDs conducted in DKI, this activity is easily carried out with regular meetings of supervisors and Child Social Workers that they're supervised with the reason of the location is easily accessible between supervisors and supervised child social workers.

However, the overall survey results show that most media used in the implementation of this aspect that is 71.4 percent using social media. The results of the focus group discussion revealed that this media was less effective, but was carried out because the funds were limited and in several locations geographically far away.

3.1.3. Increasing the capacity of social workers regarding the process of social work practice with children such as assessment, intervention plans, implementation of interventions, and termination

The survey results show that 43.5 percent responded answer “often” there was an increase in the capacity of social workers on social work techniques such as assessments and interventions in handling children, but there were still 6.2 percent who answered “never” received supervision on this aspect, besides that there was also 26.1 percent who answered “rarely” done. The media used in the implementation of educational functions in the aspect of strengthening the capacity of social work practices with children is 62.11 percent using social media. And only 1.25 percent answered that getting capacity building through case management training was not from supervisors, while 4.35 percent said they never communicated about this aspect with supervisors. The reason given was the distance, considered the supervisor busy and difficult to communicate to improve on this aspect. While this aspect of the social work practice process is very important because many of them are still limited in their knowledge related to assessment techniques, working with children, and interventions for handling children's problems.

3.1.4. Increasing the capacity of Social Workers in preparing reports

As many as 52.79% answered that supervisors “frequently” helped to increase the capacity of Child Social Workers in preparing reports. However, based on the results of the focus group discussion that the matters conveyed by the supervisor have not provided capacity on how to prepare the report, but more on aspects: (1) Schedule of sending reports must be sent before the 25th of each month; (2) List of those who have sent and those who have not sent; (3) Types of reports sent, namely list of case responses, assistance, absence, process of making of birth certificate, Child Welfare Institution assistance (LKSA), TEPAK and go to school activities, major case response data: (4) reports are known by the social service local; (5) the signature of the child institution visited.

3.1.5. Communication media used in the implementation of supervision for the education function include face to face, social media, via telephone, Guidance and Implementation meetings (Bintap) and coordination

The results showed that the media used in carrying out supervision were mostly from every aspect of the education function using social media, namely 'WhatsApp' and email. While the use of 'face-to-face' media (27.32 percent) in increasing the capacity of Social worker. A detailed description of the use of media supervision can be seen in the following graph.

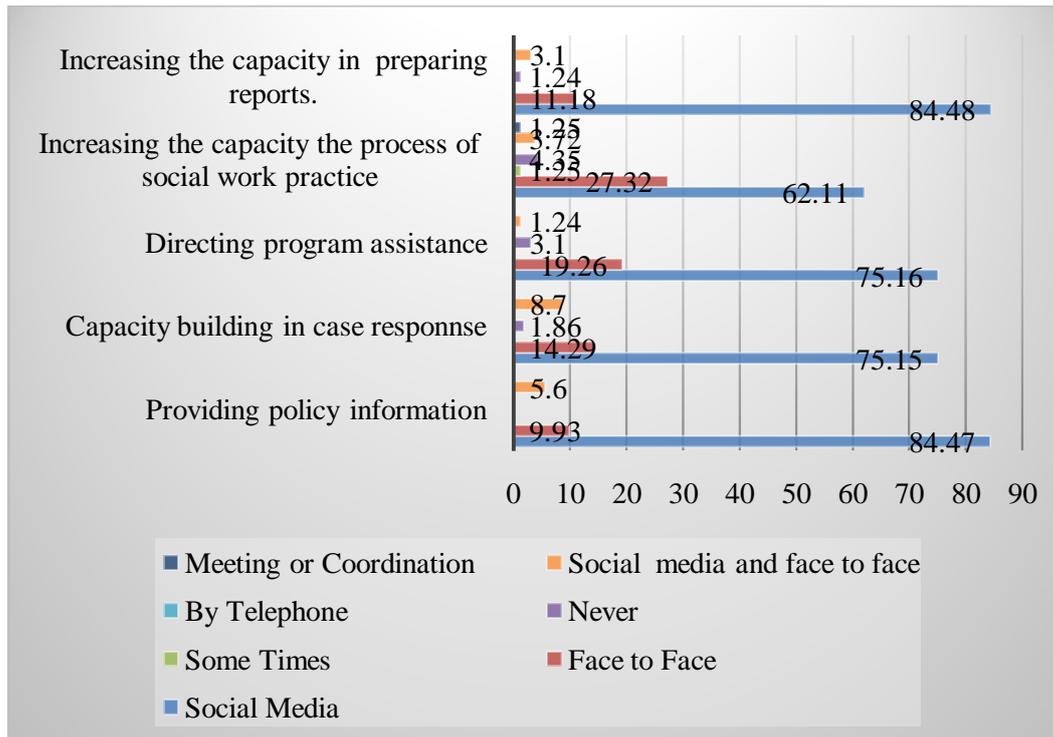


Figure 2. Communication media in the implementation of educational functions by CSWs supervisor

Figure 2 shows the highest number (84.47 percent) using social media to provide information about the policy. The results of the Focus Group Discussion stated that the use of 'social media' because supervision is done remotely, while supervision with face to face is done to social workers whose location is near and easily accessible to meet with supervisors. But the reason for using social media is easier to communicate.

3.2. Discussion

Social workers who work in the field of social welfare of children need intensive supervision to increase their capacity. The education function in the implementation of supervision becomes an aspect that needs attention besides the supportive and administrative functions. Based on the research findings, it shows that the CSWs Supervisors have carried out the education function in accordance with the Supervisors guidelines formulated by the Ministry of Social Affairs, but the implementation of the education function is still less effective. The dominant aspect of the educational function is the provision of policy information compared to the increase in the capacity of CSWs in the practice of social work with children, case responses, program assistance and reporting. In detail the implementation of this educational function can be analyzed as follows:

3.2.1. Educational function in the supervision of children's social welfare programs

The function of education is to increase knowledge, skills and attitudes related to work [8]. The educational content formulated by the Ministry of Social Affairs in supervising the supervision function of the children's social welfare program is sufficient to improve the child social worker proficiency standard as stated by [7] which already includes education about policies, capacity building for CSWs related to case responses, assistance, how technical techniques in the process of social work practices with children, including relating to a recording or preparing reports. However, the content has not yet

discussed safeguarding in working with children. The research results showed that who always of this function is the delivery of policy information (50.9 percent), while the need for capacity building for CSWs was mainly related to knowledge, skills and attitudes related to social work practices with children still less. This condition will affect professionalization and less optimal handling of child cases.

The research results also showed that the education provided emphasized always in the delivery of policy information (50.9 percent), while the need for capacity building for child social workers was mainly related to knowledge and skills and attitudes related to social work practices with children. This is found in the FGD results that CSW requires knowledge and skills related to techniques in working with children, such as assessment techniques, interventions with children. This need is related to research findings that 70.81 percent of CSWs are not from a social work education background, and there are still 16.14 percent of CSWs who have worked less than 1 year. The need for education related to knowledge, skills and ethics of working with children becomes important in the implementation of social work practices with children, so that social workers can increase their capacity in accordance with the standards of social work practices with children as stated by [1].

The problem of knowledge not only occurs with social workers, but also knowledge about supporters. The lack of supervisory knowledge of what CSWs does in dealing with clients will also affect the quality of services to children [3]. The results of this study also indicate that there are still: (1) 6.21 percent of CSWs who do not get supervision in implementation capacity building related to skills in social work practices such as assessments and interventions; (2) 5.59 percent did not receive supervision in program assistance; 1.87 percent never and 15, 52 percent rarely received supervision in the implementation of case responses. can be caused by the unbalanced comparison between supervisors and CSW supervised in Indonesia and geographically far between supervisors and CSW supervised

Feedback on handling cases of children is very necessary, because in the response of cases of children social workers are often required to make quick decisions related to handling children, and the possibility of CSW also experiencing vicarious trauma when dealing with cases of violence as stated by [26]. With the lack of supervision will result in inhibited, inappropriate and fast in handling children. These conditions will have an impact on children's development.

3.2.2. Media supervision in the implementation of educational functions

Supervision carried out directly and individually in handling child problems has a better outcome [3], [30]. Effective educational media in supervising social work practices with children is done specifically or individually because the practice of social work with children is done clinically [31], [9]. The results of the study show that the media used is mostly done with social media, and there is no specific program as a supervision media to increase the capacity of Child Social Workers. This condition occurs because of the lack of appropriate comparison between supervisors and CSW supervised, for example, there is a comparison between supervisors and supervised 1: 60. This comparison is inadequate. Based on several references that the implementation of the educational function is carried out by providing: 1) Giving an evaluation of performance, 2) giving feedback as of questions and assistance needed by CSW; 3) demonstrating techniques in assessment practice, communication with children and intervention techniques; 4) discuss the obstacles in handling children [19], [26]. For this reason, educational media need to support the implementation of supervision with children. The results showed that there are still CSWs who work under one year, and most of their educational background is not social workers meaning they really need supervision, especially in the education function

to increase the capacity of social workers who work with children. Some references also suggest that the field of social welfare with children is one of the fields that challenge social workers working in this field because social workers are required to deal with crisis situations, trauma faced by children who are victims of sexual violence that may cause social workers to be exposed by the condition. For this reason, intensive supervision is needed for social workers with children so that social workers can work professionally in accordance with the ethics of social work with children [7]. However, the implementation of supervision can be done intensively given the inadequate comparison of supervisors and supervised social workers so that it does not meet the standards.

3.2.3. Innovation challenges for the implementation of supervision of Child Social Welfare in Indonesia

The practice of social work always moves following the development of problems and human life including the development of information and technology [27]. Innovation with the use of information technology is needed as a solution in implementing remote supervision but can help increase the capacity of child social workers. Online-based supervision to increase the capacity of child social workers in carrying out their duties in handling children by paying attention to the ethics of working with children [32]. The need for e_supervision design is an online supervision system as a communication system between supervisors and supervised social workers, features related to educational aspects to increase the capacity of child social workers, Access Control Lists (ACL) Application Users, Area registers, *social worker's* supervision system on line, Dashboard, informing, report input, supervisor areas, communication forums between social worker, knowledge management system, training management, and networking management system.

4. Conclusion

The implementation of the education function in handling child social welfare has been carried out by the Child Social Workers Supervisor in Indonesia with the support of the Ministry of Social Affairs, but there are still limitations regarding the unbalanced comparison between supervisors with Child Social Workers that they're supervised. The implementation of functions on increasing the capacity of social work practices with children is still lacking it appears that there are CSW who have never received supervision in increasing CSW capacity in the implementation of social work practices of children. Meanwhile, Children Social Workers face the task of handling children cases which are quite complex and challenging in dealing with social welfare and child protection issues.

Supervision is carried out using more social media with what up and email, so it is limited in providing educational functions in the implementation of supervision to CSW. While there is no supervision communication system between supervisors and CSW according to the conditions in Indonesia. For this reason, this research recommends the Ministry of Social Affairs to make e_supervision as a supervision system by utilizing information technology online. This supervision system must pay attention to aspects of educational needs for CSW. This research also recommends further research on technological design in supervising social work with children.

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