

## A Qualitative Descriptive Study on the Benefits of Painting and Puzzles for Children in Broken Homes at PYI TMP Taruna Tangerang City

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Article Info	ABSTRACT
<b>Keywords:</b> Children, Broken Home, Painting Art, Puzzle	This research is that there is still a widespread negative perception among the general public about children born to broken homes. The general public still holds the misconception that children born into broken homes are unmanageable and wild. The purpose of this study is to issue the benefits of painting and puzzles for foster children at PYI TMP Taruna in Tangerang City. This study uses descriptive research with a qualitative approach. Details of the data collection method through observation and interviews. The data analysis technique uses the Miles and Huberman model, namely data collection, data reduction, data presentation and conclusion drawn. The subjects of this study were 2 children in broken homes aged 8-12 years. The results of this study show that foster children at PYI TMP Taruna are able to regulate their attitudes and emotions, as well as be more confident and can develop their talents through painting and puzzles.
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### INTRODUCTION

A family is a group of people who live together, are connected as a unit, and are the smallest unit capable of forming a social structure (Lestari, 2016). As far as individual relationships go, these arrangements are consistent with legal concepts and legal precedents. A very important role that the group discussed was how to improve children's learning abilities (Kardo, 2025). Positive feedback from the family community about the progress of the child's behavioral growth led to the emergence of a safe and healthy framework for the behavioral analytics process. Family responsibilities are essential, and often offer protection and support to help the group to confront the most important developmental tactics. From the beginning to the stage of human adolescence that causes developmental milestones (Arriani, 2019).

Family is the main environment where a child forms and develops attachments with other family members, including parental relationships, siblings, and extended family (Musyarofah, 2021). The role of parents cannot solve this problem in the same way as in a fractured family. There are roles

filled by people around such as grandparents. Not all students who work hard fail, and there is a chance to succeed. Children from fractured families become emotionally unstable (Fransiska & Lima, 2020). However, not all cases (*Broken Homes*) that occur have a negative impact. Only selected children can work hard and grow in their lives, regardless of their background and family structure, as well as the environment in which they learn and ultimately excel academically.

Broken home is a condition in which a family that experiences division so that divorce occurs or not, then characterized by conditions that are less harmonious and do not run harmoniously, peacefully, and prosperously because of frequent disputes that cause quarrels (Daulay & Nuraini, 2022). The phenomenon of broken *home* families in today's society has become a normal or ordinary thing. Broken *home families* experience quite serious problems that have an impact on children's psychology both in education and in their social environment. A family that experiences a broken condition means that it cannot maintain the integrity and maintain its household.

Although the causes of *broken homes* vary greatly depending on the circumstances faced by each family, the topic can be discussed and analyzed from various perspectives. It is not a new phenomenon that children from messy families show more uncertain social behaviors, especially among school-age children (Aritonang, 2019). However, this topic becomes interesting because the actions of children from messy families are often not good and make the children get into trouble. School-age children, as individuals are still looking for the best way to apply their interests, values, and life goals in their daily lives (Afni & Jumahir, 2020). They need a role model who can serve as a guide to find guiding principles for life.

There is still a widespread negative perception among the general public about children born into broken *families* (Hasanah & Maarif, 2021). The general public still holds the misconception that children from broken *homes* are unruly and wild, eventually turning them into useless criminals (Muttaqin & Sulistiyo, 2019). The existence of such a stigma must be changed, because not all children born into *broken families* are wild and uncontrollable (Wulandari & Fauziah, 2019). This study aims to show how the benefits of painting and puzzles to children born from *broken families* at the TMP Trauna Indonesia Orphanage in Tangerang City, with the hope that each child is able to manage their attitudes and emotions and can socialize well.

Painting is one of the play activities that can be developed by an educator in the development of children's creativity. The activities that will be designed in play are expected for children to be creative and understand their own desires because the characteristic of play is to do it voluntarily. Art emphasized in (Ministry of Education and Culture, 2020) is a process in self-channeling through expression and creation.

To show that making paintings is not a problem of artwork or a technical problem. Likewise, in making paintings, it is not a matter of academic art knowledge, but making paintings is a problem of the construction of life and the value of a painter's life in socio-cultural reality. That painting is not only an aspect of form and pleasure, but a representation of the reality of life. Likewise, painting for a painter and the society of a nation that shows the art of painting from life. It has the value of human life, because painting is a part of human life that has meaningful value in a broader sense. Paintings can be seen from various aspects of life and science. Although painting remains in its proportions as a painting work.

Painting can provide many benefits for children from broken families including improving cognitive skills, emotional well-being, fine motor development, encouraging creativity by honing imagination and self-expression, art therapy to help children deal with stress and anxiety, as well as fun and interactive learning activities. Painting is a part of fine arts that provides aesthetic experience to children, develops the ability to think critically and produce a work. Children can express feelings, ideas and express themselves through paintings. Children can express their thoughts and feelings, both seen, felt, thought and imagined through the medium of painting (Martono, 2017). Painting media is not only limited to markers, crayons, canvases and drawing paper, but more broadly can use natural materials and used materials. The more creative the child, the more critical thinking the child can think. This media is a means of support so that children can express their creative ideas directly and really.

Puzzle games are games that not only function as entertainment, but can also train brain skills. Based on research by a neuroscientist named Robertson, puzzles can improve mental abilities. In addition, this game can also prevent Alzheimer's disease and memory loss (Baras, 2010). The development of fine motor skills in children will affect other developments in children such as cognitive development (Al Hakim & Rahmah, 2019). In other words, fine motor development in children has a great influence on academic ability and readiness for children to enter further education (Hendraningrat & Fauziah, 2021). Fine motor skills can be stimulated using educational games. Educational games can be used to improve fine motor skills in children through puzzles. Puzzle is a game of compiling a picture that has been broken down into several parts (puzzle puzzle).

Based on this presentation, the author is interested in conducting research on the benefits of painting and puzzles for children born from *broken families* aged 8-12 years at the Indonesia Orphanage TMP Taruna Tangerang City. So researchers hope that this research can help children control their attitudes and emotions and be able to socialize well with their environment.

## **METHOD**

This study was prepared by the researcher using a descriptive qualitative research method. The methods and approaches used are in accordance with the situation in the field through interviews and direct observation to informants. The respondents in this study were 11 people with an average age of 8-12 years. Qualitative descriptive research is a process of research and understanding based on a methodology that investigates a social phenomenon and human problems (Arkandito et al., 2016). In his book "Research Design" Creswell explained that the Qualitative Research Method is a type of method to describe, explore and understand the meaning obtained by a number of individuals or groups of people considered to come from social or humanitarian problems.

Data Collection Techniques in the form of Interviews, Observations and Documentation. The validity of the data is Source Triangulation, Engineering Triangulation and Time Triangulation. In this study, Source Triangulation is used. The Data Analysis Technique used in this study is an interactive analysis of the Miles and Huberman model, namely: Data Collection, Data Reduction, Data Presentation and Conclusion.

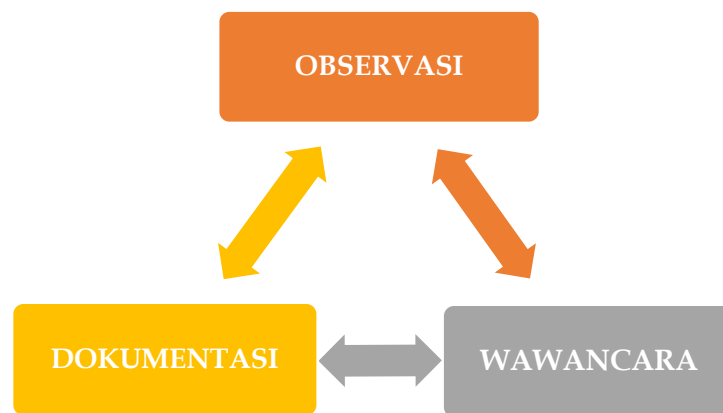


Figure 1.1 Data Collection Techniques

## **RESULTS AND DISCUSSION**

Art therapy is a healing process by using and making artwork according to The American Art Therapy Association (Malchiodi: 2003). Art therapy is a healing process that is very helpful in reducing emotional disorders, increasing knowledge, resolving conflicts, reducing problematic behaviors, and increasing happiness in life. The creation of art forms is not the goal of art therapy, but artistic media

can provide opportunities for individuals to express and communicate themselves, and also to overcome emotional problems that may arise. Therefore, Art therapy focuses on processes that play a role in the creation of works of art. Art therapy includes motor skills, sensory skills, vocational skills, and imaginative skills, as well as training children's ability to concentrate for a certain period of time while creating artworks (Gunawan & Tjandradipura, 2017).

The purpose of providing Art Therapy techniques was identified by Rubin (2010). This means that Art therapy techniques can help individuals achieve their goals. Through Art therapy, children are expected to be able to express their emotions and increase their self-esteem and catharsis. The above statement is reinforced by Stephenson (2006) who expects art therapy to evoke positive emotions and improve memory by emphasizing cognitive processes. Through Art therapy, children's emotions and behaviors are expected to increase. Art has the advantage of allowing us to better explore life and express our emotions. Moon explained that art therapy can help a person explore their emotions, resolve emotional conflicts, increase self-awareness, self-esteem, social skills, and reduce anxiety. Based on the benefits of art therapy related to direct physical activity, Malchiodi (2003) argues that art therapy can be used in counseling, as a means to release emotions, reduce stress, induce physiological relaxation, and to increase the effectiveness of the benefits of art therapy.

The researcher made direct observations of the research subjects and carried out in August 2023 by taking some documentation to strengthen the research results. The results of an interview with the orphanage management regarding painting and puzzle learning at PYI TMP Taruna Tangerang City have been carried out and the children really enjoyed every painting and puzzle activity. Based on the results of observations, it can be seen that children are happy when doing painting and puzzle activities to train fine motor skills, improve children's cognitive skills and creativity. The orphanage management always makes learning plans. This is done to see the child's creativity in pouring out all imagination and expression and remind cognitive abilities.

The following results of the researcher's interview with the orphanage management are presented in table 1.

Researchers	How many learning methods are there for children at PYI TMP Taruna Tangerang City
Orphanage Management	The learning methods we use are the question and answer method (group discussion) and the lecture method. Why do we use this method? Because the lecture method is a learning method in teaching children simply. The lecture method

	<p>is carried out as a verbal approach by conveying material, information, and knowledge with theoretical concepts. This method of free expression is carried out for children to devote all their imagination and heart through painting. Meanwhile, the method of assigning assignments (group discussions), orphanage administrators involve children to discuss material that is difficult for them to understand with critical thinking and the active involvement of children will build an understanding as well as train memory and develop children's courage and skills.</p>
Researchers	<p>How is the planning of painting and puzzle learning at PYI TMP Taruna Tangerang City?</p>
Orphanage Management	<p>For these two programs, it was only created by the head office in Bandung and was also only carried out one year ago. So, we as the orphanage administrators are still evaluating the program. So, the planning of the program follows the curriculum in the school.</p>
Researchers	<p>What techniques and methods are used in the program?</p>
Orphanage Management	<p>The techniques we use for the painting program are watercolor and balloon painting techniques and the method used is the assignment method.</p>
Researchers	<p>Why choose these two programs to improve children's creativity and cognitive abilities?</p>
Orphanage Management	<p>So that children in the orphanage can have discipline, focus more on one object, can work with a team by combining all colors, shapes and patterns and can spill all imagination, emotions and feelings through pictures.</p>

<p>Researchers</p>	<p>What is the relationship between the media of painting and puzzles and the change in the behavior of foster children?</p>
<p>Orphanage Management</p>	<p>In general, the time of children is the time when they experience the process of growth and development as well as the affection of their parents. Children have different and sensitive sensitivities. The basis of childhood is to develop cognitive, social, emotional, language, and other abilities.</p> <p>Therefore, the relationship between the painting and puzzle media program is to see how capable children are to develop their talents and cognitive abilities and to see also, whether children's painting media can control their emotions and behavior. Because before the program was created, children in orphanages had inappropriate behaviors, such as fighting, fighting or yelling, getting angry. In addition, the program is carried out to make children in orphanages motivated in learning and cooperation in teams.</p>
<p>Researchers</p>	<p>During this learning process, are there any obstacles (obstacles) experienced? And how do orphanage administrators deal with obstacles in the learning process?</p>
<p>Orphanage Management</p>	<p>For obstacles (obstacles), there must be for us (orphanage administrators). The obstacles that we have experienced until now are that children do not have motivation in learning, have difficulty understanding the material and are disturbed by noisy noises outside. This is because, according to children, learning is a very boring thing to do rather than playing which is</p>

	<p>very fun to do. In addition, because PYI TMP Taruna Tangerang City is close to the highway which finally makes children unable to concentrate on studying.</p> <p>How to overcome obstacles in the learning process, namely evaluating painting and puzzle programs and making adjustments to children's development, creating a comfortable and calm environment, understanding each child's individual ability.</p>
Researchers	So far, have the children at PYI TMP Taruna Tangerang City shown their cognitive abilities?
Orphanage Management	So far, the children in the orphanage have shown their cognitive abilities, including <b>F</b> and <b>S</b> . <b>F</b> and <b>S</b> are indeed a 12-year-old child, but <b>F</b> and <b>S</b> remember very well what their family was like in the past, why their parents separated, have been able to solve their problems (identify) and make their own decisions, by assessing which is bad (risk) or good (benefit) with critical thinking, improves the focus of the mind .
Researchers	Will this method continue to be used to train children's cognitive abilities?
Orphanage Management	We will continue to do the Question and Answer method (group discussion) and lecture method according to the need to continue to monitor the child's development in remembering and solving problems.

Table 1. Results of Interview with Orphanage Management

The explanation from the interview above, namely "According to the Orphanage Management that the learning method used is a question and answer method (group discussion) and a lecture method. Why do we use this method? Because the lecture method is a learning method in teaching children simply. The lecture method is carried out as a verbal approach by conveying material, information, and



knowledge with theoretical concepts. Meanwhile, the question and answer method (group discussion), the orphanage administrators involve children to discuss material that is difficult for them to understand with critical thinking and the active involvement of children will build an understanding as well as also train memory and develop children's courage and skills. Planning for painting and puzzle programs has been carried out, but there needs to be an evaluation by following the curriculum at school. The techniques used are watercolor and balloon painting techniques and the method used is in the form of assignment methods. The reason for choosing the painting and puzzle program is so that the children in the orphanage can have discipline, focus more on one object, be able to work with a team by combining all colors, shapes and patterns and be able to spill all imagination, emotions and feelings through pictures. For orphanage administrators, the relationship between the painting and puzzle media program is to see how capable the children are to develop their talents and cognitive abilities and to see also, whether the children's painting media can control their emotions and behavior. Because before the program was created, children in orphanages had inappropriate behaviors, such as fighting, fighting or yelling, getting angry. In addition, the program is carried out to make children in orphanages motivated in learning and cooperation in teams. The obstacle to the learning process is because children do not have motivation in learning, it is difficult to understand the material, and they are disturbed by noisy noises outside. Because according to children, learning is the most boring thing to do rather than playing. The cognitive abilities of children in orphanages have begun to be seen. Starting with how children remember something or material, solve problems and make decisions. We will continue to do the question and answer method (group discussion) and the lecture method, according to the need to continue to monitor the development of children in remembering and solving problems".

In the interview above, it was stated that the orphanage management used watercolor and balloon painting techniques, assignment methods, free expression methods and lecture methods. The definition of watercolor and balloon painting techniques, namely:

**1. Watercolor Engineering**

This technique uses paint mixed with water that uses canvas media with which a paint brush is used to tidy up the painting/drawing.

**2. Balloon Painting**

This technique is the same as watercolor engineering. By using watercolor that will be used with balloons as a medium for painting.

**3. Assignment Method**

According to Stahl (in Isjoni), the method of giving group assignments can improve children's learning better and increase the attitude of helping in social-emotional behavior carried out by

group learning or cooperative learning. Thus, the method of giving group assignments is a teaching method by which the orphanage administrators give tasks to children in groups so that children cooperate or collaboratively in an effort to achieve learning goals. With this, the orphanage management hopes that there will be a change in the behavior of the child with the goal that has been set for the child after doing group assignments because when doing the assignment the children communicate with each other.

#### **4. Free Expression Method**

This method is done for children to devote all their imagination and heart through painting.

This type of method is another form of the free drawing method suggested by A.J. Suharjo. This method is a development of Victor Lowenfield's opinion which recommends that every teacher who intends to develop his students' creations to be free expression.

#### **5. Lecture Method**

This method explains the material or information orally, in which children take notes of important things and listen carefully. This is done so that children can understand more easily. This method is very simple and is often done by teachers or orphanage administrators.

Painting is a development of creativity from a painter that begins with the idea and concept of work, as a driver in the birth of the creative process in painting. Creativity also strengthens the stages in making works. Able to see problems with various possibilities, so that the process of creating paintings is not fixated on shapes, techniques or themes. For this reason, painting is the result of creativity as a powerful medium that builds human consciousness. Creativity always simulates in perceiving oneself in the face of the reality of this life. As a form of self-statement, human beings are in the reality of meaningful life. As a form of learning painting, in making artworks with a natural approach. From the beliefs and experiences felt, when discovering, when making works of art. This process is then repeated in making paintings. This way of learning painting is the socio-cultural reality of the community.

The purpose of playing in children is to provide fun and develop children's imagination. As an activity that provides stimulus in skills, cognitive, and effective abilities so that children will always know the world, as well as develop physical, emotional, and mental maturity so that it will make children grow into creative, intelligent, and innovative children. Some of the functions of the puzzle are:

1. Puzzle games function as the development of motor sensory abilities so that children become active and creative children and help fine and gross motor development.

2. Puzzle games function as creativity, where creating something by manifesting it into the form of objects. Through play activities, children will learn and try to realize their ideas. For example, disassembling and installing one game tool will stimulate their creativity to develop further.
3. In addition, the puzzle game serves as applying moral and ethical values so that children in the orphanage can be accepted into the environment and can adjust to the rules at PYI TMP Taruna Tangerang City and learn responsibility when making mistakes or bad deeds.

Painting is often used as a medium for behavior change for children from broken homes because painting activities can provide a safe and constructive outlet for expression. Here are some reasons why painting is effective:

1. Self-expression  
Painting allows children to express their feelings without having to use words. This is especially important for children who may have difficulty conveying their emotions verbally.
2. Reduce Stress  
The process of painting can help reduce the level of stress and anxiety that children from broken home families often experience.
3. Concentration and Focus  
Painting activities require high concentration, which can help children to focus on something positive and build perseverance.
4. Social Skills Development: Through art classes or painting groups, children have the opportunity to interact with others in a supportive environment.
5. Self-Reinforcement  
When a child successfully completes his painting, this can boost their confidence and give them a positive reward for their achievements.
6. Visual Therapy  
Painting can serve as a form of visual therapy that helps children to process their emotional experiences indirectly.
7. Increased Imagination and Creativity  
Painting encourages children to think creatively and see the world from a different perspective, which can help them overcome emotional challenges.

By integrating painting in education or therapy, children from broken home families can find healthy and rewarding ways to deal with the emotional challenges they are experiencing.

In accordance with their cognitive abilities, for children aged 8-12 years, games are an effective medium to develop moral values compared to giving advice. Therefore, it is important for parents to

supervise children when children do play activities and teach moral values, such as good or bad or right or wrong.

In this study, the researcher also interviewed children at PYI TMP Taruna Tangerang City, namely:

#### **First Subject (MF) is 8 years old**

**MF** is a victim of her parents' divorce (*broken home*). Before **MF** was born, her mother and father had been divorced since. **MF** has an older brother who doesn't know where he is now. The reason **MF** became a victim of divorce was because the father left her and did not provide for her, while the mother chose to remarry and did not work at all. Before **MF** was entrusted to the orphanage, **MF** lived with his grandmother and mother in Bogor. However, since one year ago, the mother took **MF** to the orphanage, for the reason that she was unable to meet her needs and send her to school. Since **MF** was entrusted to the orphanage, neither his mother nor his family has ever called or visited. **MF** last communicated with his family since 1 year ago when he was in an orphanage.

Since **MF** was entrusted to the orphanage, his behavior was very aggressive or uncontrollable, such as angry, like to fight, rebellious, have trust issues, like to fight, speak rudely, selfishly, cannot adapt (withdraw). **MF**'s nature or behavior until it is brought to school. Even so, **MF** always gets the best grades in school. **MF** has been living in the orphanage for a year, but his behavior has not changed. So that the orphanage management created a Program Through Painting and Puzzles which aims to develop their talents, spill their imagination through pictures, make concentrations and improve cognitive abilities and creativity. With this program, the orphanage administrators, children in the orphanage have good behavior and have a strong religious grip.

#### **Second Subject (S) aged 12 years**

**S** is a victim of his parents' divorce (*broken home*). Both of her parents are divorced. **S** has a younger sister, who has been subordinated by his mother, only **S** is entrusted to the orphanage. The cause of **S** being a victim of divorce and neglect is because the father is often rude to his mother, while the mother is having an affair. **S** was left by his mother when he was 11 years old and lived with his father, grandparents and younger sister. After the divorce and the stressed father preferred to abandon his children and leave with his grandparents, the mother took her younger sister to live with him and **S** was sent to an orphanage. The reason is not far from not being able to meet the needs and sending **S** to higher education. However, even though her parents divorced, the mother still asked **S** how she was doing from the phone.

**S's behavior** is the same as **MF's**, often angry, combative, rebellious, selfish, has trust issues, likes to fight, cannot adapt (withdraw). **S** behavior is not as aggressive as **MF**, **S behavior** can still be controlled even though it is very difficult to manage. **S's behavior** is not comparable to his presentation

at school. At school, **S** participated in the hadroh eskul. **S** is an outstanding child and always gets the best grades. During his stay in the orphanage, **S's** behavior has changed slightly, although **S** still often resists, rebels and gets angry. But **S** no longer has a trust issue (trauma). This is due to the fact that the Orphanage made a Program Through Painting and Puzzles.

In addition, the orphanage management also has several techniques to make children at PYI TMP Taruna become disciplined:

### **1. Competition Techniques**

This technique is used to create games or races for children. Like the August 17 competition where children will compete until the finish and mention what rules are made in this competition. If there is a child who experiences defeat, he will be motivated not to give up and always be confident and for the winner to give a prize but tell the winner to remain not arrogant and make the loser not discouraged.

All the results of interviews with children at PYI TMP Taruna Tangerang City, explained that the situation of the children in the orphanage who got did not have the motivation to learn, namely, the children in the orphanage had a sense of boredom with lessons, because according to the children in the orphanage that learning was not fun and more fun to play and the children in the orphanage said that at school the children in the orphanage had learned, Why do you have to study again at home. The second is that the children in the orphanage are always never confident, give up easily and have no desire to ask if there is a difficult question according to the children in the orphanage. And finally, the children in the orphanage are children who are lazy in learning and very slow to think and there is no enthusiasm in them. Even though the children in the orphanage are like that, the children in the orphanage are cheerful and perform well in school and their grades are never bad. There is another shortcoming of children in orphanages in learning, namely that children often do not focus on learning, where children in orphanages often play when they are being taught and like to postpone schoolwork.

The reason why children in orphanages do not have motivation in learning is that in the children in the orphanage are not interested in learning such as reading and writing, according to the children in the orphanage also that the children in the orphanage do not like the way their teachers teach at school and also do not like the subjects at school. According to S, almost all subjects that are not liked, except for cultural arts and physical sports subjects and from client teachers, there is no motivation for the children in the orphanage. In addition, it is also due to the factors of his family environment that do not support children in the orphanage in having motivation to learn. What has been explained is that the background of the children in the orphanage is broken home children, where

their parents are divorced. In the end, it is difficult to make children in orphanages improve the quality of their learning.

The benefits of painting and puzzles for children at broken home, namely to instill interest in talent in the form of pictures, to increase creativity, to express feelings and spill imagination, to increase children's memory and emotional intelligence, to improve cognitive ability, to train brain, hand and eye coordination, to increase focus and concentration and to be able to work with a team. Some of the benefits above are sought so that children at PYI TMP Taruna can solve problems and avoid stress. In addition, children in orphanages can explore their own world and so that children in orphanages have a higher willingness to learn with games that can sharpen their brains. In addition, the willingness and motivation of children to learn in orphanages can be through the support of families and orphanage administrators who have cared for and given affection and love to children at PYI TMP Taruna Tangerang City.

The success that the researcher got as a practice was a change in the behavior of children in the orphanage who were initially often angry, emotional, like to fight, have trust issues, were not enthusiastic about learning and could not develop talents and were not confident in finally withdrawing from others. Finally, the behavior that has been mentioned above, there has been a development/progress where children no longer feel embarrassed, have a spirit of learning and confidence and can develop their talents according to the feelings (mood) of children in the orphanage. However, unfortunately the emotions of the children in the orphanage are still unstable even though the initial meeting with the children in the orphanage was not as bad as it is now, when the children's emotions began to be controlled and about the trust issue/trauma of the children in the orphanage has been replaced with affection and attention from the orphanage administrators.

## CONCLUSION

An orphanage is an institution that plays a role in shaping the development of children who do not have a family or who do not live with their families. Children in orphanages are cared for by caregivers who replace the role of parents in nurturing, maintaining and providing guidance so that children become useful adults and are responsible for themselves and the community in the future. For this reason, one of the roles of orphanage caregivers is to form a disciplined character in children.

From the research that has been carried out by researchers at **PYI TMP Taruna Tangerang City** with reference based on the data obtained by the researcher through interviews and observations, the researcher concluded that:

The family is the most important place for children to form character and a forum for children to instill social values and provide facilities and infrastructure in developing their abilities. The child is likened to a white paper, before being born or after being born is still in a state of purity, without blemish.

Children in orphanages who are victims of the divorce of their parents should get their rights as children as written in the law. Children should also get support and attention that can motivate them. However, he did not get this from his family but from the orphanage. Orphanage administrators who as well as replace the role of their parents to support, provide attention and love and teach social values in the family and in the community.

There are 2 programs that have been made and have been collaborated by the orphanage, namely the Painting Program and the Program to Encourage Children's Motor Through Puzzles through Blocks/Lego and Monopoly. The 2 programs are intended for children to develop children's talents by expressing feelings and shedding imagination through painting and training children's focus to have cognitive abilities.

Overall, the Children's Social Welfare Institution Program is designed to provide comprehensive and integrated care for children in **PYI TMP Taruna Kota Tangerang** who are experiencing Broken Home, with the main goal of improving their welfare and quality of life.

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