

ABSTRAK

“DESKRIPSI PERAN *VOLUNTEER* DALAM PENERAPAN PENDEKATAN PEDAGOGI BELAS KASIH DI PERKAMPUNGAN SOSIAL PINGIT YOGYAKARTA”

Marsyanda Sekar Deshinta

Universitas Sanata Dharma

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Penelitian ini bertujuan untuk mendeskripsikan peran *volunteer* dalam penerapan pendekatan pedagogi belas kasih, serta mengkaji sejauh mana menghayati dalam proses pendampingan anak di Perkampungan Sosial Pingit (PSP) Yogyakarta, sebuah komunitas sosial Yesuit yang melayani anak-anak dari keluarga kurang mampu sejak tahun 1967. Penelitian ini menggunakan metode kualitatif deskriptif dengan pengumpulan data melalui observasi partisipatif dan wawancara terstruktur terhadap sembilan *volunteer* aktif dari empat divisi, yaitu TK, SD Kecil, SD Besar, dan SMP. Validasi data dilakukan melalui triangulasi sumber dengan tiga validator, yaitu dua frater pendamping dari Kolese St. Ignatius Yogyakarta dan satu orang tua anak dampingan. Berdasarkan hasil analisis diketahui bahwa *volunteer* di PSP menjalankan peran yang melampaui fungsi pengajar akademik, yaitu sebagai pendamping personal, pendengar aktif, motivator, fasilitator, dan pemberi dukungan pada setiap anak. Pedagogi belas kasih diterapkan secara nyata melalui kehadiran penuh, mendengarkan aktif, penerimaan tanpa menghakimi, pemberdayaan, dan konsistensi kehadiran. Proses pendampingan terbukti bersifat transformatif pada kedua belah pihak anak-anak bertumbuh dalam kepercayaan diri, keterbukaan, dan kemampuan mengenali emosi, sementara *volunteer* berkembang dalam empati, kesabaran, dan penghayatan makna pelayanan sejati. Penelitian ini menegaskan bahwa pedagogi belas kasih, yang dijiwai semangat *cura personalis* Ignatian dan amanat dokumen Gereja, bukan sekadar konsep teoretis, melainkan cara hidup yang terwujud dalam pilihan konkret untuk hadir, mendengarkan, tidak menghakimi, dan percaya pada martabat setiap anak.

Kata Kunci: Belas Kasih, *Cura personalis*, Pedagogi, Pendampingan, *Volunteer*

ABSTRACT

**“A DESCRIPTION OF THE ROLE OF VOLUNTEERS IN IMPLEMENTING THE
COMPASSIONATE PEDAGOGY APPROACH IN THE PINGIT SOCIAL VILLAGE IN
YOGYAKARTA”**

Marsyanda Sekar Deshinta
Sanata Dharma University
2026

This study aims to describe volunteers' roles in understanding and internalizing compassionate pedagogy, as well as to examine the extent of its implementation in the child accompaniment process at Perkampungan Sosial Pingit (PSP) Yogyakarta, a Jesuit social community that has served children from underprivileged families since 1967. This study employed a descriptive qualitative method, with data collected through participatory observation and structured interviews involving nine active volunteers from four divisions, namely Kindergarten, Lower Elementary, Upper Elementary, and Junior High School. Data validation was carried out through source triangulation with three validators, consisting of two accompanying brothers (frater) from Kolese St. Ignatius Yogyakarta and one parent of an accompanied child. The results of the analysis revealed that volunteers at PSP carry out roles that extend beyond academic instruction, functioning as personal companions, active listeners, motivators, facilitators, and providers of support for each child. Compassionate pedagogy is concretely applied through full presence, active listening, non-judgmental acceptance, empowerment, and consistency of presence. The accompaniment process proved to be transformative for both parties children grew in self-confidence, openness, and the ability to recognize their emotions, while volunteers developed in empathy, patience, and a deeper understanding of the meaning of genuine service. This study confirms that compassionate pedagogy, inspired by the Ignatian spirit of cura personalis and the mandate of Church documents, is not merely a theoretical concept, but a way of life manifested in concrete choices to be present, to listen, to refrain from judgment, and to believe in the dignity of every child.

Keywords: Child accompaniment, Compassionate pedagogy, Cura personalis, Volunteer