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# Overcome the Problem of Street Children Through Life Skill Learning in West Java Indonesia

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## Abstract

This study aims to provide solutions to the problems of street children through Life Skill learning. The research was conducted at Master Depok Primay School, Indonesia. 20 children are active as street children to fulfill their daily needs as family economic demands. Qualitative Research Methods, are case studies, involving teachers who play a role in developing life skills, they are two class teachers and two life skill teachers. Determination of research subjects was carried out by using purposive sampling technique, the results were specifically street children 9 people, five people in grade 4 and four people in grade 6. The techniques of collecting data were through observation, structured interviews, and study documentation. The results showed that street children in Depok Master School were included in the children on the street group, it means, children who had economic activities as child laborers on the road, but they still had strong relationships with their parents. Part of their income on the road is given to their parents. To overcome these problems, the life skill learning process is very instrumental in the life process of street children, for this reason a teacher's strategy is needed in creating and innovating by continuing to improve pedagogical, personality, professional and social competencies. Support from various parties is needed to participate, both the government and the community to continue to provide guidance and supervision to parents that the act of releasing and letting children on the road, especially demanding them as breadwinners is illegal and violates children's rights.

**Keywords:** *street children, life skills learning, children's rights, social problems*

## Introduction

Depok City Central Bureau of Statistics (BPS), Indonesia noted that the number of neglected children in Depok increased, in 2012 was as many as 49 children while in 2011 was only 30 children. Head of Regional Balance Sheet and BPS Analysis of Depok City Bambang, researcher<sup>1</sup> said that most neglected children were caused by family economic factors, but some are caused because they prefer to live on the streets. The children living on the streets are especially vulnerable to victimization, exploitation, and the abuse of their civil and economic rights (Shahina, 2014).

Street children in Depok City, Indonesia are mostly migrants, the number of street children tend to reducing because of the number of raid programs carried out by the Civil Service Police Unit<sup>1</sup>. In 2012, there were only 336 street children, the number decreased from 2011 totaling 430 children. Their involvement in the informal economy sector usually produces a sense of pride and worth because of their ability to contribute to welfare of family. For example, working as a hawker at stations, terminals, selling newspaper, shining shoes, looking for used goods or garbage, traffic light busking, car washers, renting umbrella, and many of them doing criminal to get money. Like child labor in general, street children often start living on the streets at a very young age. These are either "children on the street", who are engaged in economic activities, but who mostly still go home, or "children of the street", who live on the streets, but still have occasional contact with their parents

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<sup>7</sup> But this is also proven to eliminate the interest of children to school because they want to get more money. Intervention needs to emphasize three types of change: (a) in awareness of street life for those making little use of the streets; (b) in the capabilities of those using the street as a major resource; and (c) of the condition of those totally dependent on the street environment <sup>5</sup>.

One of the rights of street children is to obtain proper education as stated in Law Article 31 paragraph <sup>1</sup> that education is a right for every citizen. But to deal with the problems of street children must be admitted is not an easy thing. During this time, various actual efforts have been made, both by NGOs, government, professional organizations, and social as well as every person to help street children come out or at least slightly reduce their suffering. In the Convention on the Rights of the Child which has been ratified by the Government of Indonesia, it is stated and recognized that children are essentially entitled to obtain proper education and they should not be involved in economic activities early as stated in Law Number 23 of 2002 concerning Child Protection. However, because everything is done temporarily, segmented, and separated, the results are less than optimal.

The review of Education Environment stated the school, and community environment. Therefore, the role of the school, especially the teacher's contribution, becomes the supporting force in the progress of the nation's children. The Master School or Yayasan Bina Insan Mandiri (YABIM) in Depok, West Java is an institution that is engaged in the formal school field, which does not charge a single fee. One of the treatments that is often used is by providing training in the form of life skills accompanied by attitudes, behaviors, and motivations which needed by students at facing life problems.

Life skill learning in the Depok Master School, especially at the Primary School level, is in the high class where the majority of students have been able to develop various abilities among cognitive, affective and psychomotor abilities which are very supportive in their life skills learning process. At Master Elementary School Depok, there are 235 active students, and approximately 20 students at Master Depok Elementary School are still struggling in the street world to just fulfill their daily needs, with the economic demands of the family. Meanwhile, there is very little number of teacher that

interest in teaching them. Therefore, the teachers come from volunteers who are willing to spend energy and time to teach. The learning process occurs when the volunteer teacher can spend his time in the midst of other activities.

## **Research Method**

This study was used a qualitative or naturalistic method because it is done with natural conditions. Afrizal <sup>2</sup> suggested that qualitative research is a scientific activity using conscious and controlled procedures. Sugiyono<sup>3</sup> suggested that qualitative research methods are methods used to examine natural object conditions, where researchers are key instruments, data analysis is inductive, and the results of qualitative research emphasize the meaning rather than generalization. This research was used data collection techniques, they are observation, structured interviews, and documentation studies. The research is a case study, carried out in Depok, involving teachers who play a role in developing life skills, they are 2 class teachers and 2 life skills teachers. Determination of research subjects was conducted by using purposive sampling technique, the results are specifically street children 9 people, 5 class 4 and 4 class 6 people.

## **Research Result**

Depok Master School is one of the schools established to minimize the problem of education in Indonesia, especially for unfortunate children from economic factors, starting from the Early Age Education to the High School level. The Depok Master School is located at Margonda Raya Road, Number 58, Depok Terminal.

The learning conditions are what they are, students are more dominant wearing free clothes such as T-shirts and not wearing shoes but wearing sandals. Observations were carried out in all corners of the school, starting from the school gate which was written by the Foundation, then there was a fairly large school yard for children playing soccer and basketball because of there are basketball goal and basketball hoops and there is also a hall used for students to pray jum'ah together. The elementary school building has two floors with a characteristic. While entering the classroom which is quite unique, students and teachers learn to sit on the school floor and simplicity can be seen in the classroom

## **Strategic Role of Teachers in Street Child Life Skill Learning**

Based on the results of observations, it appears the urgency of the strategic role of teachers in life skills learning for street children. Life skill learning process means that these skills are needed in career development, innovation skills, also includes skills to do a task, and the skills to create products by using appropriate concepts, principles, materials, and tools. Judging from the conditions of the Depok Master Elementary School, the researchers concluded that it was very different compared to the conditions of other schools, but basically the scientific nature of a child is only children, because the school environment, community environment, and family environment are influential in the formation of children's character. Therefore, the teacher needs to understand the characteristics of students so that it is easy to carry out educational interactions.

Life skill teachers need to create a pleasant classroom atmosphere. This becomes important for street children because they have a simple understanding, of learning that requires them to think hard becomes unattractive for them. Therefore, teachers are required to create a pleasant classroom atmosphere by providing interesting lessons, not chasing target for the children and not force them to do the will of the teacher, they are given the freedom to choose, the teacher also should provides learning according to their conditions. For example, in life skill learning for the first week they learn to make bracelets from beads, the second week they make headbands with colorful and attractive material colors. In their minds, that's what is needed to easily bring money.

Street children in Depok Master School are included in the children on the street group stated by Suyanto <sup>10</sup> children who have economic activities as child labor on the road, but still have a strong relationship with their parents. Part of their income on the road is given to their parents. Paying attention to the condition of street children as students, the role of the teacher as a planner requires that planning is always reflected in their conditions, learning habits, experience and knowledge, harmonious learning methods, and material that suits their interests. In terms of economics and character of students, it is certainly different from students in general schools. Therefore, the teacher who teaches in the street children class requires high dedication selflessly and needs to have full energy, especially in the process of

affective learning. Their people skills are of great use not only in planning and implementation of the projects at the grassroots but also for advocacy and policy-level work <sup>9</sup>.

The learning process was also carried out by volunteers. The school did not demand any provisions about the criteria for volunteers who had to teach at the school due to the lack of human resources especially for teachers. The school only hoped for each teacher to be consistent in teaching and educating students so that the learning process could running smoothly. They consider a challenge to teach and make their students more skilled although there are no wages they receive every month, they are sincere to teach and educate children. So, the learning process requires permanent teachers who have the same commitment and vision so that the learning process is not hampered or disturbed.

## **Learning Condition of Life Skill for the Street Children**

The implementation of life skill learning seems less planned for learning, such as the absence of administration; Learning Plan or learning syllabus. Volunteer teachers who come once a week at Depok primary school make a plan learning is only limited to giving verbal information to homeroom teachers, usually they inform a week before learning. The material given to students is in accordance with their conditions, because the teacher already understands the character and condition of the student. In carrying out the learning process is inseparable from the method used to achieve the learning objectives, but from several data collection techniques the teacher does not understand the techniques and methods, they only apply according to the conditions in the field. The role of the teacher as a diagnosis of student learning progress by way of knowing the development of students gradually through life skill learning by looking at the various results of students' work from their progress and skills. The benefits of life skill learning are reflected in the activity in learning, the emergence of motivation, good communication, and training their self-confidence. Street children are the causalities of economic woes, war, poverty, loss of traditional values, domestic violence and physical and psychological abuses. They seldom have a choice in becoming a straw in the wind – and going to school is always out of question <sup>6</sup>.

Teachers in making administration as well as reports on student work are limited to physical records of the work, these physical records are not in the form of values but in the form of general descriptions of student development, then the results of notes or information are given to the class teacher who is assigned the value. Tools and materials are prepared directly from the teacher, usually the teacher provides the tools and materials they have for the practice of students who will make skills. They are like scissors and materials from recycled goods. The work of students can be used as a benefit or opportunity to do business by selling and offering their work to guests who come or sell it outside. The experiences gained by students and teachers from life skills learning are so many benefits ranging from communication skills, vocational skills, social skills, and personal skills.

The presence of unsupervised children and adolescents on the streets in developing countries is common and a consequence of unfair politics and poor socio-economic development<sup>8</sup>. The benefits that students get are included in street children who are in grades IV and VI in addition to personal, social, academic, and vocational skills that students can develop the talents they get, sell various kinds of products they make, more importantly they are numbered school because in life skill learning students are more active in using psychomotor so they are happy with the learning and they are more eager to go to school. The work can also be used as a business opportunity. Benefits for students that they can train emotionally, independence, can make work, and no less important is to know their talents. The above conditions indicated that teachers play an active role in preparing life skills learning equipment. Unfortunately, they do not play a role as a planner and leader in the sense of making a final report or teacher administration.

### **Solution**

Barriers of human research are less comparable and the absence of wages received by teachers, requires attention from various parties, including the role of the government in determining policies about teacher placement in social institutions by taking into account the welfare of teachers. All parties involved, both at the central, regional and community levels, synergize with the problems of street children, so that they have the right to study seriously and leave activities on the streets

which are dangerous both physically and mentally.

It is good for the government, both the Center, the region or the relevant Institution, to place professional teachers in Educational Institutions that are committed to educating the nation's shoots, so that the problems of street children can be minimized and even completed with life skill learning strategies.

### **Conclusion**

The life skill learning process which includes personal skills, social skills, academic skills, and vocational skills play an important role in the life process of street children, because of these reasons, the teachers need strategies in teaching them so that they are no longer interested in the streets. In addition, teachers play an active role in knowing their condition, providing tools and materials to be used in skills so that they are more likely to learn and be motivated to create and innovate. The efforts of the teacher for the next time is develop their talents and interests by producing works or products according to their needs, so that students become the center and subject of learning.

Barriers to life skill learning of street children is the academic quality of teachers, who come from housewives and have not fulfilled academic qualifications and certification as in the provisions of the Teacher and Lecturer Law number. 14 of 2005. Learning goes as it is according to the students's needs and desires. Class management, less strict discipline, learning methods, and the absence of teacher administration were indicated that the teacher teaches according to the minimum conditions. Thus, there is a need for efforts from various parties to participate, both the government and the community to continue to provide guidance and training to teachers so that they have pedagogical, personality, professional and social competencies.

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