

EDUCATION IMPLEMENTATION MODEL FOR STREET CHILDREN THROUGH A NINE (9) YEARS' COMPULSORY EDUCATION PROGRAMME

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Abstract

Although the importance of education in the development of every stage in life, from infancy to adulthood has been acknowledged by the Education for All goals, and clearly stipulated in the Republic of Indonesia's constitution Number 23/2002. With only 5 years remaining before 2015 many challenges are still ahead for Indonesia to achieve the EFA target. Based on the 2010 research, in the process to develop an education implementation model for street children through a nine (9) years' compulsory basic education Programme, it was found out that there several factors influencing the growth or existence of street children. Due to the different factors, there exist varying groups of street children which comprise of; of the street children, on the street children and the vulnerable children. The main factors leading to such a situation, are basically two, they are: divorce of the parents, and poverty/ lack of harmony in the family. However, besides family problems, there are also social and environmental problems which include: limited awareness of the society about the importance of education. With such a situation, it becomes necessary for an investigated alternative model towards the implementation of education for street children if Indonesia is to meet the targets of the nine (9) years' compulsory basic education programme by the year 2015.

Key words: street children, implementation model, basic education.

Introduction

Though tackling disadvantage and setting strong foundations for learning begins in the earliest years through adequate health, nutrition, care and stimulation, there are several factors which might hinder such a situation, among the include the family and environmental factors. For instance, based on the field research on street children in the process to develop an education implementation model for street children through a nine (9) years' compulsory education in Indonesia, the following was established:

It was found out that in Indonesia, street children are of three major groups, that is; 1) those who grow-up on streets (of the street children), 2) those from different backgrounds ending up on the street (on the street children), and 3) the vulnerable ones (vulnerable street children).

The first group is made-up of children who have taken long period of time while staying on the streets in most of the big cities and always sited along the major road sides in these cities. They have lived on the street for a long period without meeting their family members or even their closest relatives. Such children break-away from their families because of several family problems which include: divorce of the parents, poverty and lack of harmony in the family.

The second category is that of children still living with their family members or relatives in residential areas of low profile, perceived as improper places for settlement by such children. Such families are those facing economic difficulties; they end up having loose control over their children who end-up on streets looking for a living in order to support their families (parents). Due to the economic difficulties, these families are not able to pay for their children's tuition and also not able to pay for the other essential requirements. Most of the children from such families, end-up becoming school dropouts.

The third category comprises of the vulnerable children. This category is that of children hailing from poor families or from well to do families but they have acquired improper behaviours due neglect of the parents. In other words these children are still living with their parents but because of poverty (economic problems), busy schedule of both the parents or due to other reason the children end-up having no limits and some times underempowered due to lack of proper guidance, hence taking any direction which appears easy and simple for them. Such children are vulnerable to becoming street children more so at the time both the parents have no time spared for the family and also if the children feel some of their needs are not met they will end up all they can to achieve what is missing.

Besides family problems, there are also socio-environmental factors leading to the existence of street children, they include: limited awareness of the parents about the importance of education. This is seen from the point of view where by some parents take their children as assets who need to help the family. In the research findings, it was found that there children who after school come to the streets to seek for a living. From the socio-environmental perspective, there people taking advantage of such children. This condition does not benefit the government. Thus, in an effort to solve the problem, the government introduced a 9-years programme and a child protection programme in order to achieve the target of defending the children's rights.

Based on this, the Indonesian Judicial system sets two targets where by the law conditions the government to provide basic education to all citizens of school going age. In the first place for example, the national constitution section (6) chapter (1) emphasises that every citizen of 7 to 15 years of age must attend basic education. This constitutional quotation constitutes the society's trust which has been explained in the 1945 constitution article (31) chapter (1) and (2) which states that: Every citizen has the right to be taught or education; and government should organise and implement the same national education system guided by the constitution. Second, is the children's conventional right which clearly explain to all nations that ratify to this agreement to guarantee the prosperity and the children's future, including the child's right to education. Indonesia ratifies to this conventional right in its constitution number 23 /2002 about the children protection rights. The consequence to the country is to provide

appropriate education services to children, because education is one way to guarantee the prosperity and the child's future. This has been strengthened by the declaration of the 9-years compulsory basic education, which is said to be complete by the year 2015, as agreed upon in the Dakar Declaration. In relation to this, there need to examined an alternative model towards education implementation in the effort to implement the 9-years compulsory basic education program in the country.

Problem Identification

Based on the field observations, the major environmental factors contributing to the existence of street children include: 1) Parents /or the child's family, 2) the child's daily social environment, which include: a) the child's peers, b) naughty/or wild/ or abnormal behaviours, c) informal environment which comprises of all groups, including street children, 3) the road users often taking advantage of these children (senders, managers, "those benefiting from these children and among others), agencies that are involved in the services of street children, for instance, the police, the social departments, and the publication department. These mentioned stakeholders have greatly contributed to the existence of street children including the government's nine (9) year programme.

The problems faced by street children can be categorized into: (1) those children on street due to the family economic pressure, so parents end up sending their children on the street to look for additional income to the family, (2) those children hailing from a dilapidated and low profile place of settlement forcing most of the children to come to the streets as the only alternative for playing and at the same time working, (3) The parent's low education contributes to lack of knowledge about their functions and roles as parents, a situation leading to the parent's lack of knowledge about the children's rights, (4) There is lack of street children protection policies both in the police department, decentralized government, and the social department; some thing that has led to lack of proper coordination, (5) The inadequate role of communities on social control, and (6) The social organizations have not yet played their role in the creation of community awareness about the problems faced by street children.

From the problems mentioned above, this study is focused on the following problems 1) what is the social-demographic characteristics of the street children? 2) What is the education Background of the street children? 3) Which factors do influence the education of street children? 4) What are the characteristics in the implementation of education for street children? 5) What are the factors influencing the success in the implementation of education for the street children? 6) What is the alternative model in the implementation of education for the street children in order to achieve the government stated nine (9) years' compulsory basic education programme?

Objectives

This study aims at acquiring an alternative model in the implementation of education for the street children in an effort to achieve the goal of the nine (9) years' compulsory basic education programme. To achieve this objective, the collection and analysis of data was about the: 1) socio-demographic condition of the street children; 2) the characteristics of education acquired by the street children and the influencing

factors; 3) the characteristics in teaching of the street children already carried out by the various institutions and the factors influencing their success.

Conceptual Foundation

The concept of this education implementation model for the street children has been developed with a focus to the education principles in the present time in relation to those principles agreed upon by the Copenhagen conference on social development in the year 1996 which are dubbed as education that aims at “reaching the unreached” and also “absorbing the excluded”. These are children because of the several factors have no opportunity to access the formal education referred to as the disadvantaged children, borrowing from Lynch such children are referred to as those with special educational needs (CSEN). In broad terms, Lynch categories children with special educational needs into three groups, which include:

1. children already at school but because of the several reasons they can't achieve their learning needs;
2. children not registered at school but they have got to attend school if the school accepts them;
3. a group of some children with the complex mental weaknesses, physical or multiple learning special needs (children at risk), such children include those from uncondusive families for the child's learning, poor children and the street kids.

In the context of Education for All, EFA, the implementation of education for the street children through the government's nine (9) years' programme is one of the efforts aimed at attaining the EFA principles, where one of the strategies is by bringing classes to the children not able to attend the formal schools. More so if viewed inline with the materials to be provided, this can be developed into an alternative school where by it is the school which is sensitive and aware of the children's needs and not the children being forced to abide by the school rules and regulations of the institution. The essences of education for all inline with the principles of universal basic education is to guarantee that by the year 2015 all children, especially the girl child, children in difficulty conditions and the children from the minority ethnic groups, have access and are able to attain their basic education.

The other concepts connected to the implementation of this education model for the street children in an effort to promote the 9-years' government education programme, is: the Broad Based Education concept. This kind of education is possessing one approach and that is: broad based characters in the community. Wardiman (1998:73) says that broad based education is a new system based on quality, with a belief that principles only can't lead to quality human resource development, more so if no strong foundation is set in the beginning. Therefore, Broad Based Education can be defined as an education approach with a broad orientation, strong and deep, to the extent that it guarantees the community members to attain the capacity and ability to get used to the possibilities which happen in one's life and are related to ones' nature of work.

The human continuous developments are supported by environmental factors and one's maturity. The quality of human development is influenced by experience or long life learning. All these human development aspects are often influenced and actualized with the mental maturity, appropriate to the age chronology. One's development follows

a certain direction, this happens differently within a stated period of time in people's lives. At each developmental phase, there emerge varying behaviours and characteristics implying that the conducive environment should be created by an elder person such that there is rightful development. So for the learners of the basic education are at the level of elementary and lower secondary level of education.

In specific, the following are the characteristics of each level of development:

1) developmental characteristics of learners of elementary basic education are children between 6 to 12 years of age; that is. a) the intellectual period-Brilliant to study; b) the period of the lower class is when one is in the first, second and third class of elementary education (6-9 years); There is a positive response to one's performance, having law abiding attitudes in plays, likes praising oneself, likes comparing self with others, if the assignment is not finished he/she takes it not to be serious, but needs good results for no reason; c) the period of higher elementary level, this is during the 4th, 5th and 6th classes (9-12/13 years): During this level, learners are interested in practice, reality, curiosity, desire to learn, and interests in some subjects do emerge, the child begins to feel he/she needs another person to finish his or her studies, takes results as the best measuring load, needs peers for social activities, needs leadership, and one is an extrovert; d) Work development: learns the physical skills in order to enable him/her join plays, develop good biological characteristics, socializes with his/her peers, takes roles of his/her sex, acquires basic skills, develops daily life concepts, develops good attitudes and religious feelings, one also develops feelings of independence, develops positive attitudes towards the social group or institution-these are democratic social behaviours and also respects other people's rights, 2) Learner developmental characteristics in the first class of the lower secondary level, that is students of 13 to 15 years of age, include: a) those in the age brackets of the puberty or adolescence and the first youthful stages; b) the puberty stage is identified with maturity and strong sexual responses; c) Development tasks: 1) there is achievement of self development of faith and the belief in God; 2) self preparation, acceptance and positive attitude and also dynamic in succumbing to the physical and psychological changes happening in one's daily life; 3) attaining good relationship with the peers in performing the roles appropriate to the sex; 4) perfecting values and behaviour required by society; 5) understanding self abilities, talents, interests, ones career and appreciation of arts; 6) developing knowledge and skills appropriate to the needs in order to follow and continue studies and preparing for a certain career and also to perform required community roles; 7) figuring and developing attitudes of self dependence in an emotional, social and economic manner; 8) considering the system of ethics and values as a guide to personality, community and human interest (Sunaryo Kartadinata, dkk, 2000). Characteristics of the child's developmental tasks mentioned above can be achieved normally by children between the age of 6 to 15 more so, if they acquire a strong foundation of knowledge, attitude and skills acquired within home surrounding, school and the community. Because of this, the role of the parent as an educator and a member of the community are very important in supporting child development.

The terminology street children can be best understood basing on the following: (1) A street child finishes part of his life on the street, (2) Children on the street are

those considered disadvantaged, (3) Street children have no proper attention and care, protection or lack proper management from parents or from elders including government negligence (John and Smith, 1998; Richer, 1991 as cited in Septiarti dkk, 2005:6)

The categorization of street children are divided in to four groups according to basic judgement, namely: 1) the child's relationship with the family, 2) the child's relationship with the street, 3) the function of roads as places of work, and 4) the function of the road as a place for one's life style (Trisnadi, 2004: 24-56). These groups include: (a) children living on the streets, those who finish most of their time on the street in order to maintain their life and they have limited or no contact at all with their families. The reasons for their stay on the streets are: due to child abuse, family domestic violence, the inability of families to monitor their children. (b) Children working on the street, that is children on the streets but still having contacts with their families or they go back to their homes. Such children come to the street on –their-own or some times being forced by some of the family members to look for money, Children working on streets arise due to parent negligence. Some of the children are being forced by their parents (exploitation), (c) children from street parents, in other words children living with both parents on street. The family determines the child's relationship with other people. This is to act the child's protection, anticipated action to face any danger or disturbance to the family, the kind of life/usual behaviour/life style.

Inline with nonformal education, (Septiarti S. Wisni, 2005: 9-17) mentions alternative education for street children as one of the education programmes through which these children can be empowered. Alternative education is developed based on the following assumptions: 1) Learners are born with different abilities, 2) every learner has the ability to learn and to develop oneself, 3) Learners grow and develop basing on the genetic potentials and the environmental influences respectively, 4) learners are of the capacity and creative personal development.

Method

This study is an exploratory one, the information got is basically about street children and the already available education interventions, investigated (examined), analyzed, and later an hypothesis education model is implemented for street children in an effort to the achieve nine(9) years' compulsory basic education goals.

The determination of the target population and distribution is based on data obtained by the Republic of Indonesia's Social Department. The data is that of the year 2001, about cities with a large number of street children in Indonesia. The samples were taken based on sampling design which considered areas of the Western and the Eastern parts of Indonesia, the distribution of cities with street children and the stakeholders on issues of street children. The determined age of street children is that of 6 to 18 years of age who have not yet finished their basic education. While the respondents are the parents of these children or family members, institution managers or centre of education and training for street children, the tutors and those who are running education related activities for street children and facilitators of the street children and the responsible sources providing publication and counseling services to these children.

Based on the research findings the high rates of street children are found in the big cities, for instance, if we take the consideration of areas of the West and Eastern parts of Indonesia, there are 20 big cities which have been proved to be having the highest growth rate of street children, they include: Banjarmasin, Batam, Cirebon, Pontianak, Kupang, Balikpapan, Lampung, Medan, Palembang, Riau, Surabaya, Manado, Mataram, Makassar, Yogyakarta, Semarang, Jambi, Tangerang, Jakarta and Padang.

The location of this research was chosen based on academic reasons, among them include the following: a) the mentioned areas have many street children and the number seems to be increasing, b) Every area or city has street children with varying behaviours and with varying features, c) the model experiment was carried in Bandung in order to strengthen its application in literacy education for the street children.

Data collected was both quantitative and qualitative. The quantitative data is provided in form of percentages based on characteristics investigated, while qualitative is presented in the form of qualitative description. The results from these two kinds of data are analyzed to answer the problem discussed before.

Research Findings

The Socio-demographic Condition of Street Children

Street children within the age bracket of 6 to 18 years have been divided in the age brackets of: 6 to 12 years of age (36.6%), 13 to 15 years of age (40.33%) and those who are 15 years above are (23.00%), with the biggest percentage of males at the percentage of (74.67%) and the female with the percentage of (25.33%) and also those based on the physical condition, all is normal. Almost the whole population of the street children stands at the percentage of (92.34%) those with both parents, step-children make up (4.33%), and adopted children comprise of (3.33%). Besides the above, the biggest population (77.33%) is boys and daughters of the soil or the respective area, and the remaining population is made-up of those hailing from the different places of the country (new comers) standing at the percentage of (22.67%).

The internal factors contributing to the existence of street children include the following; limited motivation to attend school and feel better while on the street (free to do any thing). The external factor is; poverty, not able to pay tuition (school fees), high costs of living, the desire to earn a living and the latter makes up the biggest portion at a percentage of (78.67%).

The children between the ages of 1 and 8 make-up the biggest portion of long live on the street. Most of these children have been on the road for a period of between one to two years totaling to (60.00%), others have taken less than 1 year while on the street (16.33%), 3 to 4 years (12.67%), 5 to 6 years (7.00%), and those between 7 and 8 years of age total to (4.00%). On daily basis street children make rotation or (rounds) of 5 to 12 hours a day totaling to (48.33%), both 6 to 9 hours, and 5 to 6 hours making (40.67%), 9-12 hours (9.00%) and only (2.00%) take 12 hours while on the street.

The experience and conditions gone through by the street children are not far different from the social problems which include the use of drugs, violence, fighting, sexual harassment, facing abduction, and oppression.

Characteristics and the Factors Influencing Street Children

Based on the level of education, a quarter of these children confess to have finished only the elementary education schooling making (34.00%), (1.33%) confess to have completed the first class of lower secondary, school dropout (36.00%) and those who have completed their lower secondary education comprise of (10.33%), elementary school (1.00%) and those still in continuation with their lower secondary education are making (15.00%) and those at senior high school make up (1.00%).

Factors influencing street children education are both internal and external factors. The Internal factors include: interest and motivation to study and ones' intellectual capacity. External factors include: family, school, and environmental factors/ government policies.

Alternative Learning implementation model for street children through a 9-years' compulsory basic education program

Based on the constitutional, conceptual and empirical aspects and in relation to the implementation of street children education, the following model has been proposed: For implementation of education for street children through a nine (9) years compulsory basic education programme: it has been developed based on several concepts, that is: Education for All (EFA), Broad Based Education (BBE) and Community Based Education, as a guide to the implementation of the current nonformal education in Indonesia with two investigated dimensions, namely: revitalization dimension (this has already been implemented in existing institutions for street children) and the learning model dimension.

To realize the usefulness of this proposed education model, the management and implementation system of education for street children, should mobilize, the government institutions, community organizations, and the family to build a system of cooperation which is horizontal. And for the vertical system, should only be implemented in a situation of limited roles as the leading sector to initiation and responsibility. The institution that is to become an initiating or leading sector in the implementation of street children education, include: the Ministry of Education, Local Departments of Education in the Local Governments, and 3) the Social Department. There other institutions which are able to handle the horizontal roles, like: 1) Department of Religious Affairs, Healthy, Judiciary, Police Department, Institutes of Higher Education and Non-governmental Organizations.

Taking in consideration the three basics, namely: conceptual study, policy, and empirical study in the development of an alternative compulsory basic education model for street children, is finally brought foreword in form of a model framework as seen below:

Figure. 1.

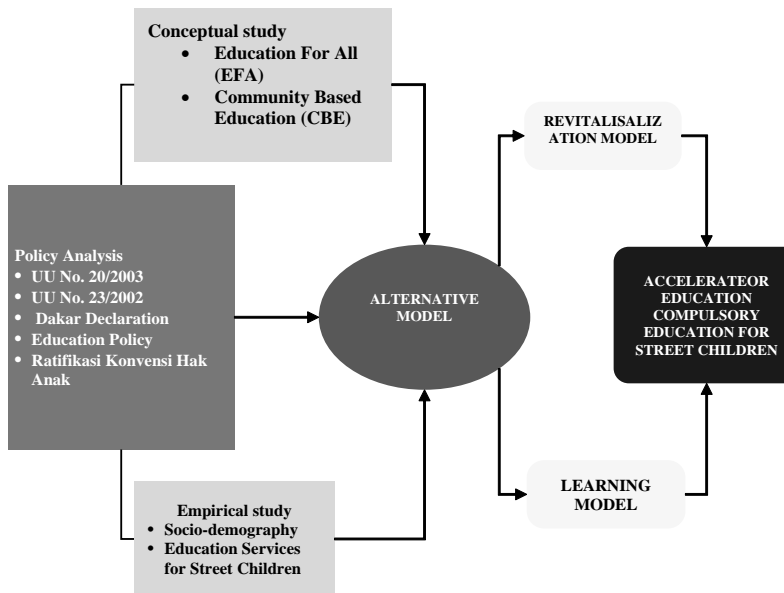


Figure 1:
Framework

Education Implementation Model for Street Children Through a Nine (9) Years' Compulsory Basic Education Programme

The above framework, presents a hypothetic education implementation model for street children in an effort to achieve a nine (9) years' basic education programme goals, through two alternatives, which are:

First, is the revitalization model of education implementation institutions for street children in the process to achieve the basic education goals. Second is an instruction model based on the characteristics of street children in the process to attain the goal of basic compulsory education.

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