The Significance of a Community Institution on Education of Street Children in Semarang City

by Indra Kertati, Charis Christiani

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ABSTRACT: It is difficult to care for street children in the city of Semarang. It is a large problem in all Indonesian districts and cities. Children living on the street are a vulnerable and marginalized minority whose advantages are difficult to quantify over time. Even while there is a legal foundation for dealing with street children, doing so is not straightforward. There are too many street children for each to be revealed individually. Socially, street children interact with a variety of social components, including their parents, the Social Service, the Police, NGOs that provide help, the shelter environment, the coordinator's supervisor, and contemporaries who are not just children but also adults. The number of children living on the streets rose substantially. The number of street children in Semarang city was 55 in 2015, 192 in 2016, 383 in 2019, and 255 in 2021. In 2021, the number of street children is projected to decline to 255. The rising distribution area population in the city of Semarang becomes challenging to manage. Together with the non-profit NGO called as Anantaka, 15 children living on the streets and their families participated in a participatory urban assessment to determine the efficacy of this strategy. The findings of the mentorship indicate that street children's ability for learning is still inadequate, despite the fact that the NGO that assists them have been active for decades. Children who do not have a consistent schedule hinder the learning process, while parents are unable to assist their children's education since they must make a living. The local government has made every effort to empower street children, but their enormous number and widespread dispersion have restricted its reach. Children living on the streets are trapped in a cycle of poverty that has not been much altered.

KEYWORDS: Children, street, Anantaka, Semarang, school, learning

INTRODUCTION

Children living on the streets are frequently a source of community concern since they are believed to impede movement and harm the environment. The majority of street children are still young, and their parents release them onto the streets without supervision, leaving them in a vulnerable and hazardous situation. Additionally, the local administration is concerned about the status of these street children. They are living on the streets without concern for their safety or their lives, regardless of their nutrition, health, or education. The educational accomplishments of street children have declined, particularly during the COVID-19 pandemic. They are restricted in terms of learning equipment and access to the teacher's knowledge.

In addition to the Semarang city, the issue of helping street children exists in other major Indonesian cities. Indonesia has 9,113 street children as of May 26, 2021, according to data from the Ministry of Social Affairs retrieved from the SIKS-NG Application Dashboard. Along with the deterioration of the national economy, this data continues to increase.

Several municipalities and counties have enacted local legislation to facilitate the complete management of roads with the participation of several stakeholders. As is the situation with Semarang City, which already has Regional Regulation No. 5 of 2014 about the Treatment of Street Children, the Homeless, and Beggars in Semarang City. Involving many aspects of society, this regional regulation controls the government's efforts to assist street children.

Street children, homeless people, and beggars are one of the social welfare problems in Semarang City that require programmed, strategic, systematic, coordinated, and integrated handling measures, so that in its implementation it is necessary to handle synergistically between government and non-government in order to obtain a decent living and life. Children living on the streets, the homeless, and beggars tend to rise in both number and quality, therefore troubling the community, harming themselves and/or others, and disrupting the peace in public areas, which can diminish the dignity of the nation..

Conditions of poverty, other interactions that affect the kid, such as violence in the family, parental encouragement, desires of independence, a desire for their own money, and the influence of peers are some of the variables that affect children living on the street. If a child is frequently pressed by his or her parents or his or her environment, he or she will rebel against himself or herself. So that children might find a way out of the problem, for instance, they believe that living on the streets would provide them freedom, but the problem does not diminish but rather produces new issues (Syahrul and Kibtiyah 2020).

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Street children as exclusive victims of poverty and deprivation, they do not have a good education. The study that took place in Lebanon showed that street children are a common and growing phenomenon throughout the world. This problem was triggered by the massive increase in the refugee population. Strong statistical data on street children at the national level, cannot be counted. The government and NGOs have done many things, but still slightly reduce the number, quality and empowerment of street children. Laws and Conventions Affecting the Rights of Street Children in Lebanon show that the rights to identity, participation, protection and prevention of violence, and education have not been fulfilled. This is considered a violation of the law on human rights. Street children's unmet need for education has an adverse effect on children who aspire to make positive change (Bender et al. 2007). children have behavior and ideals that are not much different from normal society (Al-Hroub, Saab, and Vlaardingerbroek 2021).

Typically, these street children reside in neighborhoods, which lack locations for children to play and enjoy their youth. Narrow and unsuitable for human habitation villages, the lack of educational facilities as a foundation for education, and the social requirements of street children all contribute to their rising marginalization. In this context of street children, privacy boundaries are frequently unclear, resulting in turmoil among them. This lifestyle also fosters an attitude of mistrust towards the outer world. Meanwhile, indifference and social isolation provide the impression that street children are filthy and have tough lives (Ayu et al. 2016).

The phenomenon of street children is one of Indonesia's largest cities' most challenging societal challenges. It turns out that street children are fairly simple to spot in large cities if you search closely. Beginning with red light intersections, railway stations, terminals, markets, and even shopping malls, these are sites where street children conduct their activities (Herlina Astri 2014). It is extremely difficult to anticipate the quantity and distribution of street children due to their mobility. They can even travel across cities or districts in order to evade surveillance or coaching. This circumstance then influences efforts to enhance the learning process. This research intends to enhance the learning process of street children so that they can have a fulfilling life. Despite the fact that this procedure cannot be completed immediately, the minimal efforts made toward 15 street children can at least serve as a blueprint for dealing with street children.

METHOD

This study makes use of a qualitative methodology (Matthew B. Miles 1994). The approach employed is participatory urban assessment. This strategy combines a qualitative approach with the objective of actual action on the issue. This technique was derived from Participatory Rural Appraisal (PRA), a strategy that welcomes community involvement and participation. Participate in programming, develop useful frameworks, and similar activities. In the Participatory Rural Appraisal (PRA) technique, PRA personnel are also involved in addition to the community. Facilitators/outsiders are the term for PRA officials who are active in PRA. The results of an approach employing the Participatory Rural Appraisal method are a description of social conditions that illustrate the potential, problems, opportunities, and strengths of the community, which can be used as a basis for problem-solving planning, program plans, accomplishments, and joint monitoring in accordance with the community's capabilities. (Ahmad Muhsin 2018).

Caroline Moser, a female figure worried about street violence, established the Participatory Urban Appraisal (PUA) technique. This technique is a micro- or community-level qualitative participative procedure that gives macro-level insight into the experience of violence among low-income earners. Recent research by Moser on urban violence and poverty in Jamaica served as a forerunner to ongoing research initiatives in Colombia and Guatemala. PUA is used to investigate the perceptions and meanings of violence among the urban poor in order to determine the extent to which violence-related issues influence the community and to encourage the urban poor to evaluate the causes and effects of violence. This methodology can also help the identification of initiatives from the perspective of the impoverished, as opposed to that of policymakers or academics. The PUA approach may be used to analyze the dynamics of violence, as well as the reasons, dynamics, and potential solutions associated with the violence experienced by the urban poor (Moser and McIlwaine 1999).

In addition, help is utilized, namely the work performed by facilitators or community assistants in a variety of program activities. Facilitators are commonly referred to as community facilitators (CF) since their role is primarily that of a driver, motivator, catalyst, and motivator for the community, whereas the actors and activity managers are the community itself (Riajohani 2012).

There were fifteen street children who were escorted by PUA. In this help, Anantaka played a role. This foundation is a non-profit organization that emphasizes mobility and active participation in ongoing attempts to build cultural and national identity via education and social activities.

The Anantaka Foundation was established with the following goals in mind: (1) enhancing the ability of disadvantaged communities and (2) empowering vulnerable communities to rise up and work. Development of formal and non-formal educational institutions; community assistance; protection of street children and empowerment of vulnerable women; research, publication, socialization, and publishing of cultural arts; establishment and management of cultural arts spaces; preservation of cultural heritage; organization of discussions, training, seminars, etc. in the field of arts and culture; receipt and distribution of aid, donations; and establishment and management of cultural arts spaces.

Until now, the Anantaka Foundation has assisted street children in the village of Brintik, Randu Sari Village, Semarang City, a hill

village behind the Semarang Archdiocese known as a boro hut for vegetable traders and porters at Bulu Market. and Johar Market from a number of areas outside of Semarang. Kampung Gunung Brintik is a popular neighborhood due to its proximity to the city center. The steep slope and proximity to the Bergota Public Cemetery make the rental fee relatively affordable. In 1997, when the recession struck, the vegetable merchants went bankrupt. The market is calm, and some vendors are selling their stalls. Before the crisis, a number of women from Brintik Village had become graveyard beggars. Bergota is the most extensive cemetery in Semarang. After the crisis, nearly every youngster in this community became a street child, and several housewives even began begging on the street. The majority of children and teenagers in Kampung Brintik, namely in RT 4 to 10, work on the street as buskers, window cleaners, or by just volunteering their assistance. Since the financial crisis, this community has been recognized as a haven for beggars and street performers.

In addition to assisting a limited number of disadvantaged families better their economic situation, the efforts made also contribute in addressing the issue of street children's education. Unfortunately, not all street children have been reached by this initiative. Children living on the streets confront challenges, including low academic attainment and the need to divide their time between school and labor. In addition to the enormous quantity, the challenge is the restricted capacity of the companion team and the inability to contact enough street children to satisfy their requirements.

Before providing assistance to street children, it is necessary to select those who will be mentored. With the goal to develop the ability of street children, a great deal of information will be gathered on when, where, and what they do on a daily basis. Through in-depth interviews, qualitative data research was conducted. In addition, focus group discussions were performed to investigate needs, issues, and expectations. The findings are handled with precision.

RESULTS AND DISCUSSION

The results of the study using the Participatory Urban Appraisal (PUA) approach show that there are a number of problems that occur to street children in the city of Semarang, namely: the extra services from teachers to the street children community are not optimal, the infrastructure facilities are not optimal in the learning process of street children, limited learning time because they have to help their parents work; low learning achievement; interest in working in open spaces on the streets affects learning abilities and lifestyle in the midst of limitations; and the limited number of companions for street children so that the increase in children's learning capacity is reduced. Below is a table of problems and alternative problem solving results from discussions with children and families.

Table 1. Problems and Alternative Problem Solving

No	Issue	Alternative Troubleshooting
1.	The extra services from teachers to the street children community are not yet optimal.	Cooperation with school teachers to provide additional learning at home. Learning mentoring by a team of mentors and partners. Group formation Learning together (peer group).
2.	The infrastructure facilities are not yet optimal in the learning process of street children.	Purchase credit to study or explore lessons. Provision of books and stationery for 15 children.
3.	Limited time learning because they have to help their parents work.	Motivate and encourage children to love reading. Determination of study hours and playing hours. Return of children on the way to school.
4.	Low learning achievement.	Initiating "Learning Hours 18.00-21.00" Assistance for learning by volunteers or NGOs and universities. Additional study hours with class teacher tutoring.
5.	Interest in working in open spaces on the streets affects learning abilities and lifestyle in the midst of limitations.	a. Assisting the awareness of street children and their parents. b. Socializing the importance of building a happy family without having to beg on the streets.
6.	The limited number of companions for street children, so that the increase in children's learning capacity is reduced.	Increase the capacity of the companion team. Increase the number of companions from students.

Source: Research Primary data 2022

According to the findings of the Focus Group Discussion with street children, these children really want to be at home, but due to their family's financial constraints, they are forced to live on the street. In order for street children to be able to fulfill their rights and live as decently as their classmates, a mentorship program is necessary for street children with many issues (Nasofa and Effendy

2016). According to the parents of street children, they are hesitant to put their children to live on the streets, but economic circumstances force them to do so. In addition, many acknowledged feeling uncomfortable and unhappy about releasing the children onto the street. Some parents have revealed that their children live on the streets on purpose, while others work on the streets, are persuaded by acquaintances to become temporarily homeless, and are also homeless on purpose.

There are two types of street children: semi-street children and true street children. The phrase "semi-street children" refers to children who live and make a livelihood on the streets, but nevertheless have ties to their families. Meanwhile, the phrase "pure street children" refers to children who have no familial ties and live their whole lives on the streets (Herlina Astri 2014).

According to Tata Sudrajat (1999:5), street children are divided into three groups based on their relationship with their parents: first, children who have lost contact with their parents, do not attend school, and on the streets (children who live on the street); second, children who are in contact with their parents but do not attend school (street children); and third, children who are in contact with their parents but do not attend school. Second, children who have sporadic contact with their parents, do not attend school, and return to their parents every week, two weeks, two months, or three months are usually referred to as street children (children on the street); Third, children who are still in school or who have dropped out are included in the category of children at risk of becoming street children (Putra, Hasanah St, and Nuriyah 2015).

Based on the grouping of street children, street children can be grouped in several perspectives as follows:

Table 2. Grouping of Street Children

Differentiating Factor	Life on The Street	Working on The Street	Vulnerable to Be A Street Child	Contemporary on The Street
Duration	24 hours	7-12 hours	4-6 hours	2-4 hours
Family Relationship	Breakup	Not regularly coming home	Living with parents	Living with parents
Education	On the street	Contracting a house (together with peers, and/or with non-family adults)	With family	With family
Parents' Profession	Irregular fiber	Irregular fiber	Irregular fiber	Market seller, sweeper, parking attendant (informal)
Residential Ownership	Unclear and uncertain	The parents' house contract is unclear because they never met	Contract/rent	Contract/rent

Source: 2022 research results

Although they had worked on the streets, none of the children who are accompanied were forced to live on the streets when they were street workers. Children living on the streets provide a significant obstacle to overcome. They have constraints not just within the realm of children, but also among adults.

Children at risk of neglect when living on the streets. They are separated from their parents and must face undesirable circumstances. Observations indicate that street children face serious problems, such as hunger, physical disturbances between children or between children and adults, and psychological disorders, such as the use of derogatory language that marginalizes, ridicules, and degrades smaller individuals or street children. woman. Even female street children face harassment, including sexual assault, at the hands of both their peers and adults.

They make money, but spend it on luxuries, such as toys and alcoholic beverages, and it will be gone in a day. Adults impact the spending habits of street children under their supervision. The vulnerability of street children is unquestionably exacerbated by parents' concern over their children's behavior.

As a societal phenomena, deviant conduct such as crime, juvenile delinquency, prostitution, drinking, gambling, and illegal drug use has long been associated with slum dwellers. This notion causes children living on the street feel socially alienated and unable to alter their living situations (Ayu et al. 2016).

Numerous parties' efforts have yielded a variety of models, but their replication has not always been optimal. The Anantaka Foundation's mentorship program did not completely match objectives. The mentorship model is intended to inspire, reestablish the belief that the street is not an appropriate location for children, increase family capacity and create a harmonious family atmosphere in their size, as well as provide street children and their families with different skill enhancements.

The success or failure of street children engaged in mentorship is strongly impacted by the change in their thinking. The capacity to alter one's consciousness and mentality is a component of transformational learning. Transformational learning is learning that necessitates the occurrence of fundamental changes in the pupils themselves. Children who face stagnation or specific cognitive or emotional issues have a tough time assisting themselves in order to reach their full potential. Education is an endeavor to maximize the development of human potential, therefore competent instructors are those who can comprehend the challenges

faced by pupils, assist them in overcoming these hurdles, and give new ideas for more desired solutions (Nusantara 2013).

Many of the experiences of street children are the result of a harsh culture, and not all of them are acceptable by society. Therefore, a strategy and therapy are required to aid in the development of their mental processes, educate them how to construct linkages between the past, present, and future, and lead them toward socially acceptable behavior patterns. The need for stimulation or education that influences a child's cognitive, linguistic, socialization, and independent processes is one of the fundamental requirements for a child's optimal growth and development (Putra et al. 2015).

In addition to mentoring, a participative method is utilized. The participative method is one that invites stakeholders to collaborate for the purpose of enhancing the issue at hand (Nugraheni and Fakhruddin 2014). The participative method will begin with the subject's capacity to comprehend what will be done. Knowledge becomes essential in order to get agreement. The acquired knowledge will influence attitudes and conduct. Children living on the street must through phases of self-improvement (Suyatna Hempri 2011).

Some of the challenges that will need to be confronted in the future include: (1) program continuity; (2) the treatment of street children, as a result of a pattern of giving skills that ignores the peculiarities of street children and programs that frequently bore street children. Therefore, the purpose of the companion is not only to return the kid from the street to their home, but also to become the child's trusted friend so that they can achieve their goals.

Mentoring street children is a novel concept, and mentors play a vital role in empowering street children; nevertheless, the state must also be there to facilitate street children's return to school. Street children are not only a burden that must be eliminated, but also a challenge that must be overcome so that they can enjoy life as much as other children.

CONCLUSION

The study's findings indicate that (1) street children continue to have low learning achievement due to a lack of time, that the opportunity to make money on the street trumps the desire to attend school, that parents do not have time to accompany their children to school, and that the street children's environment makes it difficult for children to learn. child Back to school; (2) Street children only have the desire to attend to school, but must deal with the economic necessities imposed by their parents; (3) Street children are exposed to street violence from both their peers and adults, thus support is crucial.

The government has taken efforts so that street children can experience a better quality of life, but its implementation is hampered by the volume and scope of the problem. Local governments want partners that can comprehend street youngsters, bolster their capability and ability to continue to improve their readiness to learn and adaptability to a structured learning environment. The supporting role, Anantaka, modifies the situation slightly. Although unable to modify the prevailing conditions, this NGO is at least able to improve the lives of street children.

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The phenomenon of street children is one of Indonesia's largest cities' most challenging societal challenges. It turns out that street children are fairly simple to spot in large cities if you search closely. Beginning with red light intersections, railway stations, terminals, markets, and even shopping malls, these are sites where street children conduct their activities (Herlina Astri 2014). It is extremely difficult to anticipate the quantity and distribution of street children due to their mobility. They can even travel across cities or districts in order to evade surveillance or coaching. This circumstance then influences efforts to enhance the learning process. This research intends to enhance the learning process of street children so that they can have a fulfilling life. Despite the fact that this procedure cannot be completed immediately, the minimal efforts made toward 15 street children can at least serve as a blueprint for dealing with street children.

METHOD

This study makes use of a qualitative methodology (Matthew B. Miles 1994). The approach employed is participatory urban assessment. This strategy combines a qualitative approach with the objective of actual action on the issue. This technique was derived from Participatory Rural Appraisal (PRA), a strategy that welcomes community involvement and participation. Participate in programming, develop useful frameworks, and similar activities. In the Participatory Rural Appraisal (PRA) technique, PRA personnel are also involved in addition to the community. Facilitators/outsiders are the term for PRA officials who are active in PRA. The results of an approach employing the Participatory Rural Appraisal method are a description of social conditions that illustrate the potential, problems, opportunities, and strengths of the community, which can be used as a basis for problem-solving planning, program plans, accomplishments, and joint monitoring in accordance with the community's capabilities. (Ahmad Muhsin 2018).

Caroline Moser, a female figure worried about street violence, established the Participatory Urban Appraisal (PUA) technique. This technique is a micro- or community-level qualitative participative procedure that gives macro-level insight into the experience of violence among low-income earners. Recent research by Moser on urban violence and poverty in Jamaica served as a forerunner to ongoing research initiatives in Colombia and Guatemala. PUA is used to investigate the perceptions and meanings of violence among the urban poor in order to determine the extent to which violence-related issues influence the community and to encourage the urban poor to evaluate the causes and effects of violence. This methodology can also help the identification of initiatives from the perspective of the impoverished, as opposed to that of policymakers or academics. The PUA approach may be used to analyze the dynamics of violence, as well as the reasons, dynamics, and potential solutions associated with the violence experienced by the urban poor (Moser and McIlwaine 1999).

In addition, help is utilized, namely the work performed by facilitators or community assistants in a variety of program activities. Facilitators are commonly referred to as community facilitators (CF) since their role is primarily that of a driver, motivator, catalyst, and motivator for the community, whereas the actors and activity managers are the community itself (Riajohani 2012).

There were fifteen street children who were escorted by PUA. In this help, Anantaka played a role. This foundation is a non-profit organization that emphasizes mobility and active participation in ongoing attempts to build cultural and national identity via education and social activities.

The Anantaka Foundation was established with the following goals in mind: (1) enhancing the ability of disadvantaged communities and (2) empowering vulnerable communities to rise up and work. Development of formal and non-formal educational institutions; community assistance; protection of street children and empowerment of vulnerable women; research, publication, socialization, and publishing of cultural arts; establishment and management of cultural arts spaces; preservation of cultural heritage; organization of discussions, training, seminars, etc. in the field of arts and culture; receipt and distribution of aid, donations; and establishment and management of cultural arts spaces.

Until now, the Anantaka Foundation has assisted street children in the village of Brintik, Randu Sari Village, Semarang City, a hill

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village behind the Semarang Archdiocese known as a boro hut for vegetable traders and porters at Bulu Market. and Johar Market from a number of areas outside of Semarang. Kampung Gunung Brintik is a popular neighborhood due to its proximity to the city center. The steep slope and proximity to the Bergota Public Cemetery make the rental fee relatively affordable. In 1997, when the recession struck, the vegetable merchants went bankrupt. The market is calm, and some vendors are selling their stalls. Before the crisis, a number of women from Brintik Village had become graveyard beggars. Bergota is the most extensive cemetery in Semarang. After the crisis, nearly every youngster in this community became a street child, and several housewives even began begging on the street. The majority of children and teenagers in Kampung Brintik, namely in RT 4 to 10, work on the street as buskers, window cleaners, or by just volunteering their assistance. Since the financial crisis, this community has been recognized as a haven for beggars and street performers.

In addition to assisting a limited number of disadvantaged families better their economic situation, the efforts made also contribute in addressing the issue of street children's education. Unfortunately, not all street children have been reached by this initiative. Children living on the streets confront challenges, including low academic attainment and the need to divide their time between school and labor. In addition to the enormous quantity, the challenge is the restricted capacity of the companion team and the inability to contact enough street children to satisfy their requirements.

Before providing assistance to street children, it is necessary to select those who will be mentored. With the goal to develop the ability of street children, a great deal of information will be gathered on when, where, and what they do on a daily basis. Through in-depth interviews, qualitative data research was conducted. In addition, focus group discussions were performed to investigate needs, issues, and expectations. The findings are handled with precision.

RESULTS AND DISCUSSION

The results of the study using the Participatory Urban Appraisal (PUA) approach show that there are a number of problems that occur to street children in the city of Semarang, namely: the extra services from teachers to the street children community are not optimal, the infrastructure facilities are not optimal in the learning process of street children, limited learning time because they have to help their parents work; low learning achievement; interest in working in open spaces on the streets affects learning abilities and lifestyle in the midst of limitations; and the limited number of companions for street children so that the increase in children's learning capacity is reduced. Below is a table of problems and alternative problem solving results from discussions with children and families.

Table 1. Problems and Alternative Problem Solving

No	Issue	Alternative Troubleshooting
1.	The extra services from teachers to the street children community are not yet optimal.	Cooperation with school teachers to provide additional learning at home. Learning mentoring by a team of mentors and partners. Group formation Learning together (peer group).
2.	The infrastructure facilities are not yet optimal in the learning process of street children.	Purchase credit to study or explore lessons. Provision of books and stationery for 15 children.
3.	Limited time learning because they have to help their parents work.	Motivate and encourage children to love reading. Determination of study hours and playing hours. Return of children on the way to school.
4.	Low learning achievement.	Initiating "Learning Hours 18.00-21.00" Assistance for learning by volunteers or NGOs and universities. Additional study hours with class teacher tutoring.
5.	Interest in working in open spaces on the streets affects learning abilities and lifestyle in the midst of limitations.	a. Assisting the awareness of street children and their parents. b. Socializing the importance of building a happy family without having to beg on the streets.
6.	The limited number of companions for street children, so that the increase in children's learning capacity is reduced.	Increase the capacity of the companion team. Increase the number of companions from students.

Source: Research Primary data 2022

According to the findings of the Focus Group Discussion with street children, these children really want to be at home, but due to their family's financial constraints, they are forced to live on the street. In order for street children to be able to fulfill their rights and live as decently as their classmates, a mentorship program is necessary for street children with many issues (Nasofa and Effendy

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2016). According to the parents of street children, they are hesitant to put their children to live on the streets, but economic circumstances force them to do so. In addition, many acknowledged feeling uncomfortable and unhappy about releasing the children onto the street. Some parents have revealed that their children live on the streets on purpose, while others work on the streets, are persuaded by acquaintances to become temporarily homeless, and are also homeless on purpose.

There are two types of street children: semi-street children and true street children. The phrase "semi-street children" refers to children who live and make a livelihood on the streets, but nevertheless have ties to their families. Meanwhile, the phrase "pure street children" refers to children who have no familial ties and live their whole lives on the streets (Herlina Astri 2014).

According to Tata Sudrajat (1999:5), street children are divided into three groups based on their relationship with their parents: first, children who have lost contact with their parents, do not attend school, and live on the streets (children who live on the street); second, children who are in contact with their parents but do not attend school (street children); and third, children who are in contact with their parents but do not attend school. Second, children who have sporadic contact with their parents, do not attend school, and return to their parents every week, two weeks, two months, or three months are usually referred to as street children (children on the street); Third, children who are still in school or who have dropped out are included in the category of children at risk of becoming street children (Putra, Hasanah St, and Nuriyah 2015).

Based on the grouping of street children, street children can be grouped in several perspectives as follows:

Table 2. Grouping of Street Children

Differentiating Factor	Life on The Street	Working on The Street	Vulnerable to Be A Street Child	Contemporary on The Street
Duration	24 hours	7-12 hours	4-6 hours	2-4 hours
Family Relationship	Breakup	Not regularly coming home	Living with parents	Living with parents
Education	On the street	Contracting a house (together with peers, and/or with non-family adults)	With family	With family
Parents' Profession	Irregular fiber	Irregular fiber	Irregular fiber	Market seller, sweeper, parking attendant (informal)
Residential Ownership	Unclear and uncertain	The parents' house contract is unclear because they never met	Contract/rent	Contract/rent

Source: 2022 research results

Although they had worked on the streets, none of the children who are accompanied were forced to live on the streets when they were street workers. Children living on the streets provide a significant obstacle to overcome. They have constraints not just within the realm of children, but also among adults.

Children at risk of neglect when living on the streets. They are separated from their parents and must face undesirable circumstances. Observations indicate that street children face serious problems, such as hunger, physical disturbances between children or between children and adults, and psychological disorders, such as the use of derogatory language that marginalizes, ridicules, and degrades smaller individuals or street children. woman. Even female street children face harassment, including sexual assault, at the hands of both their peers and adults.

They make money, but spend it on luxuries, such as toys and alcoholic beverages, and it will be gone in a day. Adults impact the spending habits of street children under their supervision. The vulnerability of street children is unquestionably exacerbated by parents' concern over their children's behavior.

As a societal phenomena, deviant conduct such as crime, juvenile delinquency, prostitution, drinking, gambling, and illegal drug use has long been associated with slum dwellers. This notion causes children living on the street feel socially alienated and unable to alter their living situations (Ayu et al. 2016).

Numerous parties' efforts have yielded a variety of models, but their replication has not always been optimal. The Anantaka Foundation's mentorship program did not completely match objectives. The mentorship model is intended to inspire, reestablish the belief that the street is not an appropriate location for children, increase family capacity and create a harmonious family atmosphere in their size, as well as provide street children and their families with different skill enhancements.

The success or failure of street children engaged in mentorship is strongly impacted by the change in their thinking. The capacity to alter one's consciousness and mentality is a component of transformational learning. Transformational learning is learning that necessitates the occurrence of fundamental changes in the pupils themselves. Children who face stagnation or specific cognitive or emotional issues have a tough time assisting themselves in order to reach their full potential. Education is an endeavor to maximize the development of human potential, therefore competent instructors are those who can comprehend the challenges

faced by pupils, assist them in overcoming these hurdles, and give new ideas for more desired solutions (Nusantara 2013).

Many of the experiences of street children are the result of a harsh culture, and not all of them are acceptable by society. Therefore, a strategy and therapy are required to aid in the development of their mental processes, educate them how to construct linkages between the past, present, and future, and lead them toward socially acceptable behavior patterns. The need for stimulation or education that influences a child's cognitive, linguistic, socialization, and independent processes is one of the fundamental requirements for a child's optimal growth and development (Putra et al. 2015).

In addition to mentoring, a participative method is utilized. The participative method is one that invites stakeholders to collaborate for the purpose of enhancing the issue at hand (Nugraheni and Fakhruddin 2014). The participative method will begin with the subject's capacity to comprehend what will be done. Knowledge becomes essential in order to get agreement. The acquired knowledge will influence attitudes and conduct. Children living on the street must through phases of self-improvement (Suyatna Hempri 2011).

Some of the challenges that will need to be confronted in the future include: (1) program continuity; (2) the treatment of street children, as a result of a pattern of giving skills that ignores the peculiarities of street children and programs that frequently bore street children. Therefore, the purpose of the companion is not only to return the kid from the street to their home, but also to become the child's trusted friend so that they can achieve their goals.

Mentoring street children is a novel concept, and mentors play a vital role in empowering street children; nevertheless, the state must also be there to facilitate street children's return to school. Street children are not only a burden that must be eliminated, but also a challenge that must be overcome so that they can enjoy life as much as other children.

CONCLUSION

The study's findings indicate that (1) street children continue to have low learning achievement due to a lack of time, that the opportunity to make money on the street trumps the desire to attend school, that parents do not have time to accompany their children to school, and that the street children's environment makes it difficult for children to learn. child Back to school; (2) Street children only have the desire to attend to school, but must deal with the economic necessities imposed by their parents; (3) Street children are exposed to street violence from both their peers and adults, thus support is crucial.

The government has taken efforts so that street children can experience a better quality of life, but its implementation is hampered by the volume and scope of the problem. Local governments want partners that can comprehend street youngsters, bolster their capability and ability to continue to improve their readiness to learn and adaptability to a structured learning environment. The supporting role, Anantaka, modifies the situation slightly. Although unable to modify the prevailing conditions, this NGO is at least able to improve the lives of street children.

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