

SYSTEMATIC LITERATUR REVIEW

STREET CHILDREN'S PERCEPTIONS OF THE SKY CHILDREN'S LEARNING HOUSE CASE STUDY IN SOUTH TANGERANG CITY

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ABSTRAK

This article discusses street children's perceptions of Rumah Belajar Anak Langit in South Tangerang City. This research uses a case study approach to explore the views, experiences and benefits felt by street children who participate in this informal education program. Data was collected through in-depth interviews, participatory observation and analysis of relevant documents. The results show that street children have a positive view of Rumah Belajar Anak Langit, which they perceive as a safe and supportive place to learn and develop. The program not only helps them academically, but also provides emotional support and important life skills. The findings indicate that initiatives such as Rumah Belajar Anak Langit can play a significant role in improving the quality of life and future of street children. This study aims to explore street children's perceptions of Rumah Belajar Anak Langit in South Tangerang City. Rumah Belajar Anak Langit is an educational initiative designed to provide access to non-formal education to children living and working on the street. The research method used was qualitative with a phenomenological approach. Data was collected through in-depth interviews with street children who actively participate in activities at Rumah Belajar Anak Langit.

Keywords: *perceptions of street children, non-formal education, Rumah Belajar Anak Langit, case study, South Tangerang*

INTRODUCTION

A social phenomenon that arises from the development of uneven economic problems in urban areas, namely the emergence of many street children. Street children are children who spend most of their time doing various activities of daily life on the streets, whether it is to earn

a living or wander the streets or other public places. So that their behavior and mindset also change to degenerate. Because they live daily on the streets who do not know the direction and purpose.

Street children are a social problem that is an interesting phenomenon in social life. We can find children who spend most of their lives on the streets at various points of the crowd centers in big cities, such as in markets, terminals, stations, traffic lights, shopping centers, and so on. Their street life is mainly related to economic activities, including busking, begging, hawking, coolies, newspaper delivery, car cleaning, and so on. Although there are also groups of children who just wander or gather aimlessly on the streets (Suyanto, 2010).

Street children, who spend most of their lives on the street, are simultaneously exposed to the street environment. An apathetic, violent and exploitative environment is almost always faced by street children. (Astutik, 2004; Suyanto, 2010). However, from the harsh street life, street children become strong individuals and have a strong desire to move forward and improve their lives. Various kinds of stimulation from this street environment further shape street children's perceptions of learning situations (Walgito, 2010).

Seeing these conditions, Article 34 of the 1945 Constitution of the Republic of Indonesia emphasizes that, "the poor and abandoned children are cared for by the State", the article in question emphasizes that the State through the government is obliged to carry out the mandate of the Indonesian State constitution. One of the aspects that must be fulfilled and protected is "Education". According to the Law of the Republic of Indonesia Number 23 of 2002 concerning child protection, children are the younger generation who will continue the baton of the nation's leadership into the future.

To build a nation and characterize its identity, efforts are made to advance education in the hope of producing quality human resources (Mutrofin, 2009). The organization of education and an ideal learning atmosphere will develop the personality and improve the intelligence of the next generation according to their interests and talents. In the Law of the Republic of Indonesia No. 20/2003 on the National Education System, the government establishes formal education levels. In addition to formal education, there is also a non-formal education path organized for people who need educational services as a substitute and complement to formal education, the results of which can be valued equivalent to the results of formal education after going through an equalization assessment process by the government.

Non-formal education seems to be seen as synonymous with community education (Ki Hajar Dewantara's concept), but actually in the author's opinion there are different nuances, functions and orientations. In society there are many other forms of education that are often not systematically designed, which occur naturally integrated into all life activities such as activities in work, cultural arts events, sports, religion, all of which contain educational meaning.

The function of non-formal education mentioned in article 26 of the Law is as a substitute, supplement, and/or complement to formal education. The question is how policy makers such as the Directorate of Nonformal Education and other directorates within the Directorate General of PNF interpret in developing their programs, on the basis of the article related to PNF as mentioned above. If non-formal education is seen as community education, then the forms, objectives and activities of non-formal education should touch all dimensions of community life, as the concept of lifelong education emphasizes that all life activities can be interpreted as learning or educational activities.

The form of education is certainly not only realized by the government and community organizations, parents are one of the important instruments for a child's education. Parents need to realize and carry out their duties towards their children, among others: nurture and raise them, protect and ensure their health both physically and mentally from the disturbance of various kinds of diseases or environmental hazards that will harm them, educate children with various knowledge and skills, and provide provisions for children for life in the world and the hereafter.

People have the same rights in education, regardless of their social status. The opportunities provided by the government in education are implemented by providing scholarships. BLT (direct cash assistance), and so on which should be a trigger factor and compete to excel in everything, especially education. So that this nation is free from ignorance which has been caused by the decline in the level of education in school-age children.

Therefore, the author is interested in conducting a scientific study on "THE PERCEPTION OF STREET CHILDREN ON THE LANGIT CHILDREN'S LEARNING HOME A CASE STUDY IN SOUTH TANGERANG CITY".

RESEARCH METHODOLOGY

This research is a literature study with the method used, namely Systematic Review (SR) or generally called Systematic Literature Review (SLR) is a systematic technique for collecting, critically examining, integrating and collecting the results of various research studies on

research questions or topics to be explored. The research begins by finding articles related to the research topic that will be researched.

A systematic review is a method of reviewing a particular issue by identifying, evaluating, and selecting a specific issue and asking questions that are clearly resolved based on predetermined criteria. It follows previous research that is of good quality and relevant to the research question.

This research uses the Systematic Literature Review (SLR) method, a systematic, explicit and reproducible method for identifying, evaluating and synthesizing the results of research and the results of thoughts that have been carried out by researchers and practitioners with the aim of recognizing, reviewing, and evaluating all research determined this research consists of several stages including:

First, the question is why do street children prefer to stay on the street and not study? And how to rectify the perception of street children towards learning centers?

Second, the data population in this research is a journal that focuses on the perceptions of street children towards the sky children's learning house. The literature study search begins by using the data contained in Google Scholar which is obtained using the publish or perish application. The keyword used is the perception of street children towards learning houses by limiting articles from 2020 to 2023.

Third, after obtaining various articles. Researchers obtained 20 articles related to the theme of Perceptions of Street Children on the Google Scholar Database search, then selected 10 articles related to the topic under study from several articles. Then study the article in detail and in accordance with the material on the perception of street children, the 20 articles are classified and examined in detail into 7 articles that match the theme of the discussion, then 13 do not cover the discussion or search. The 7 articles obtained are mainly in line with the theme under study which will be presented in the discussion and conclusions section.

RESULT AND DISCUSSION

1. Perception

The process by which a person can determine his or her rights and determine how a person can respond to any activity that occurs in his or her life starting from the acceptance of problems, happiness, challenges and whatever has been set for him or her.

However, the process is not only up to giving meaning but will affect the behavior that will be chosen according to the stimuli received from the environment.

Sugihartono (2007) suggests that perception is the ability of the five senses to translate stimuli or the process of translating stimuli that enter the human sensory organs. Human perception has a different point of view in sensing that perceiving something is good or positive perception or negative perception that will affect visible or real human actions.

a. Stages of Perception

To achieve a perception there are stages that need to be passed (Khotimah N, et al: 2022):

- 1) Reception of stimuli, in this process, individuals receive stimuli from various sources. A person prefers to pay attention to one source compared to other sources, if the source has a closer or more attractive position for him.
- 2) The process of selecting stimuli, after the stimuli are received and then selected here, the attention process will be involved. The stimulus is selected for further processing.
- 3) The organizing process, the stimuli received are then organized in a form. The interpretation process, after the stimulus or data is received and organized, the receiver then interprets the data in various ways. After the data perceived, it can be said that perception has occurred. Because perception basically gives meaning to the various information received.
- 4) Checking process, after the data is interpreted the receiver takes some action to check whether what was done was right or wrong. This can be done from time to time to confirm whether the interpretation or perception is justified or in line with the results of subsequent processes.
- 5) The reaction process, the perception environment is rudimentary giving rise to actions that are usually hidden or overt.

b. Factors that influence Perception

A perception cannot just be present, but there are factors that affect a person's perception (Khotimah N, et al: 2022) as follows:

- 1) Internal factors, namely feelings, attitudes and individual personality,

prejudice, desire or hope, attention (focus), learning process, physical condition, psychological disorders, values and needs as well as interest, and motivation.

- 2) External factors, namely family background, information obtained, surrounding knowledge and needs, intensity, size, contrast, repetition of motion, novelty and familiarity or unfamiliarity of an object.

A person's perception also affects the conditions during the process of accepting the problems faced, a person can respond to problems in various ways can accept the problem with positive or negative conditions, where when a person can control the perceptions that exist in his growth, that person will find it easier to control himself and can choose the right steps to take after considering his own perceptions. Because in our own lives in daily activities we will definitely be surprised by different events, problems, situations, so as an individual we must always interpret what is happening and take solutions for the events that will be faced. Therefore, a person is required to always think to take positive steps in responding to events that happens in his life. Because there will be many stimuli given to us by the environment.

2. Street Children

a. Definition of Street Children

The term street children was first introduced in South America, specifically in Brazil, under the name *Meninos de Ruas* to refer to the group of children who live on the streets and have no family ties. The term street children varies from place to place, for example in Columbia they are called "gamin"

(urchin or destitute) and "chinces" (bed bugs), "marginais" (criminal or marginal) in Rio, "pa'jaros frutero" (petty robbers) in Peru, "polillas" (grunts) in Bolivia, "resistoleros" (petty robbers) in Honduras, "Bui Doi" (filthy child) in Vietnam, "saligoman" (disgusting child). in Rwanda. These terms actually describe the position of street children in society.

According to Putranto in Agustin (2002) in his qualitative study defined street children as children aged 6 to 15 years who are no longer in school and do not live with their parents, and work all day to earn income on the streets, intersections and public places. In the book "Psychosocial Intervention" (MOSA,2001:20), street children are children who spend most

of their time earning a living or wandering on the streets or other public places.

A child whose daily activities are spent on the streets to do busking activities, or begging, and just wandering the streets and activities to make a living by being on the streets. Meanwhile, according to UNICEF, street children are estimated to be 16 years old who no longer live with their families, social environment and education, they prefer to live on the streets and move from city to city.

b. Characteristics of Street Children

According to the Department of Social Affairs (in Dwi Astutik, 2005: 21- 22), "the characteristics of street children include physical and psychological characteristics". Physical characteristics include: dull skin color, reddish hair, mostly thin body, and unkem According to the Department of Social Affairs (in Dwi Astutik, 2005: 21-22), "the characteristics of street children include physical and psychological characteristics". Physical characteristics include: dull skin color, reddish hair, mostly thin body,

and unkempt clothes. While the psychological characteristics include: high mobility, indifference, suspicious, very sensitive, strong-minded, creative, high spirit of life, courage to take risks, and independent. Furthermore, the indicators of street children include:

- 1) Ages range from 6 to 18 years.
- 2) The time spent on the road is more than 4 hours every day.
- 3) Street children are often found in markets, bus terminals, train stations, city parks, prostitutes' localization areas, intersections, shopping centers or malls, public vehicles (buskers), and garbage dumps.
- 4) The activities of street children are; shining shoes, hawking, being a broker, selling newspapers or magazines, wiping cars, washing vehicles, being scavengers, buskers, being porters, renting umbrellas, being a liaison or service seller.
- 5) Sources of funds in carrying out activities: own capital, group capital, employer/patron capital, stimulants/assistance.
- 6) Problems: victims of sexual exploitation, prone to traffic accidents,

arrested by officers, conflicts with other children, involved in criminal acts, rejected by the community.

- 7) The needs of street children: safety in the family, affection, business assistance, vocational guidance education, nutrition and health, harmonious relationships with parents, family and community.

c. Causes of Street Children

Mentally, street children have no hope for the future, for them just being able to survive is enough. Their lives must deal with the realities on the road that are full of risks and challenges. Street children are often labeled as bad children, rioters, troublemakers and other skewed statements. These words will certainly have a psychological impact on children. In addition to daily personal problems on the streets, friendships and work, street children directly receive the influence of the street children.

environment from the family and the street where he is. The risks faced by street children include:

- 1) Victims of sexual or economic exploitation.
- 2) Physical torture.
- 3) Traffic accidents.
- 4) Arrested by the police.
- 5) Victims of crime and drug use.
- 6) Conflicts with other children.
- 7) Engaging in intentional or unintentional acts of lawlessness.

There are several things that can cause the phenomenon of street children, namely:

- 1) A number of macro policies in the socio-economic field have contributed to the emergence of the street child phenomenon.
- 2) Modernization, industrialization, migration and urbanization have led to changes in family size and lifestyles that have reduced social support and protection for children.
- 3) Family violence is an important reason why children leave home and is most common in economically stressed families with a large number of family members.
- 4) Due to economic problems, children are forced to help their parents by

working on the streets.

- 5) Parents "make work" as a source of family income in lieu of the roles that should be performed by adults.

3. Learning House

a. Definition of Rumah Belajar

Rumah Belajar is one part of non-formal education that seeks to develop alternative services outside of formal education. This is in accordance with Law No. 20 of 2003 concerning the national education system, which mandates that the function of non-formal education is as a substitute, supplement and complement to formal education, in order to improve the quality of education. support lifelong education. The need for non-formal education as a complement to formal education in providing educational services to all people who find it

difficult to reach formal education. (Kaban S & Adi P: 2018).

The Directorate General of Social Welfare of the Ministry of Social Affairs as cited by Krismiyarsi (2004) defines learning houses as follows:

- 1) Street children may stay temporarily for protection purposes, for example due to homelessness, threats on the street, threats/violence from parents and others.
- 2) During their temporary stay, they receive intensive intervention from social workers so that they do not continue to depend on the shelter.
- 3) Street children come at any time to talk, rest, play, participate in activities and so on.
- 4) Learning centers/ halfway houses do not allow street children to stay forever.

b. The role of Rumah Belajar

The role of learning houses for street children is very important, explicitly learning houses or halfway houses are defined as follows:

- 1) As a meeting point for social workers and street children. In this case, it is a place to create friendship and openness between street children and social workers in determining and carrying out various coaching activities.
- 2) Diagnostic and referral center. In this case, the halfway house functions

as a place to diagnose the needs and problems of street children and makereferrals to social services for street children.

- 3) Facilitator or as an intermediary for street children with families, surrogate families and other institutions.
- 4) Protection. Halfway houses are seen as a shelter from various forms of violence that befall street children from violence and sexual behavior or various other forms of violence.

- 1) Curative and Rehabilitation which serves to restore and instill the social functions of the child.
- 2) Access to services, namely as a temporary stopover for street children and at the same time access to various social services.
- 3) Resocialization. The location of the learning house or halfway house in the middle of the community is an effort to reintroduce norms, situations and community life for street children.

4. Non-formal Education

a. Definition of Non-formal Education

Based on the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System Article 26 paragraph 1, non-formal education is organized for citizens who need educational services that function as a substitute, supplement, and / or complement to formal education in order to support lifelong education. In the understanding of this law, the equivalency program carried out by the non-formal education sector can be included in its function as a substitute for formal education, as if those who cannot follow or do not complete one level of formal education can be replaced through the equivalency program.

Package B is equivalent to junior high school, and Package C is equivalent to senior high school, triggered by the need to complete the 9-year compulsory basic education program (Package A and Package B) in addition to providing access to higher education, namely Package C.

b. The role of non-formal education

The role of non-formal education in the framework of the empowering process, non-formal education not only plays a role in

changing individuals, but also changing groups, organizations and communities. Non-formal education as an empowering process contains a broad meaning, which includes knowledge, attitudes, skills and other ability development towards life independence. The role of non-formal education as an empowerment process in it includes increasing and changing human resources so that they are able to build society and their environment (Kindervatter, 1979). The contribution of non-formal education in community empowerment can be seen more clearly from the definition and nature of the role of non-formal education itself. Sudjana explicitly explains the task of non-formal education: (a) to teach learning citizens so that they have and develop skills, knowledge, attitudes, values and aspirations to anticipate possible changes in the future, and (b) to teach learning citizens so that they are able to improve and utilize natural resources to improve their standard of living (Sudjana, 2009).

1. Complementary to Formal Education:

Non-formal education complements formal education by providing additional learning opportunities that are not covered in the formal curriculum. For example, computer, foreign language or vocational skills courses.

2. Community Empowerment:

Non-formal education programs are often designed to empower communities by providing knowledge and skills relevant to local needs, such as entrepreneurship, health and environmental training.

3. Access to Education for All:

Non-formal education provides access to education to those who cannot attend formal education, such as adult dropouts, workers, and individuals with special needs.

4. Life Skills Development:

Non-formal education plays a role in developing life skills, such as communication, time management and teamwork, which are essential for success in personal and professional life.

5. Adaptation to Social and Economic Change:

Non-formal education helps individuals adapt to social and economic changes, such as technological and labor market changes, by providing relevant and up-to-date training.

6. Life-long Learning:

Non-formal education supports the concept of lifelong learning by providing continuous and flexible learning opportunities for individuals of all ages.

As such, non-formal education plays an important role in ensuring that all individuals have the opportunity to develop themselves and contribute productively to society.

Table 1

Research results from Street Children's Perceptions of Learning Centers

No.	Previous Research	Research Results
1.	STREET CHILDREN'S PERCEPTIONS OF LEARNING AND PLAY NEEDS (CHILDREN'S RIGHTS) AT THE SCHOOL UNDER THE SKY OF BRINTIK MOUNTAIN, SEMARANG CITY	The existence of street children is caused by several conditions that cause them to be on the streets including lack of fulfillment of the family economy and parental demands, low parental education and home environment resulting in children who do not get their rights and childhood. This is the main trigger for children to carry out activities on the streets. These conditions occur as a result of not fulfilling their life needs . Street children have their own life order, with their own social and cultural actions and behaviors used to defend themselves.

2	PERCEPTIONS OF STREET CHILDREN TOWARDS FORMAL EDUCATION CASE STUDIES IN LEBAK BULUS SOUTH JAKARTA AND PONDOK RANJI SOUTH TANGERANG	For most street children, they will not be on the street if their needs are met, such as primary (clothing, food, shelter), secondary and tertiary needs. According to street children, education is basically important, but the value of education does not make their needs fulfilled. This means that why would they go to school to get good grades if they are still hungry. And also the cost of education is also an obstacle for them to go to school.
3	THE INFLUENCE OF PERCEIVED CLASSROOM CLIMATE AND SELF-EFFICACY ON STREET CHILDREN'S LEARNING MOTIVATION	From the results of the study, it has been found that there is a significant effect of perceived classroom climate on street children's learning motivation. However, this study also shows that the perception of classroom climate and self-efficacy as a whole contributes to the proportion of variance of 72.9%.

From the results of the seven journals, it shows that the perception of street children towards halfway houses is quite good, but here there needs to be high motivation so that the perception and interest in learning of street children towards the learning houses and schools they live in can make a difference. Because the cause of street children is the lack of fulfillment of the family economy and the demands of parents, low parental education and the home environment result in children who do not get their rights and childhood. This is the main trigger for children to carry out activities on the streets. This condition occurs as a result of not fulfilling their life needs.

CONCLUSIONS

From the results of the research and also some literature that has been understood, it can be concluded that street children are social problems that arise from situations of poverty and the non-fulfillment of rights as children. The living environment is one of the factors that shape a child into a street child, the environment that influences is a harsh, apathetic and exploitative environment. From this phenomenon, it becomes clear that the quantity and quality of education is still lacking. Rumah belajar as one of the programs of non-formal education that stands is usually intended for the surrounding community who cannot afford formal education. The number of study houses that stand on the basis of the

reason someone has a high sense of concern for other individuals, proves that the phenomenon of street children should slowly decrease. However, learning houses cannot run so easily, there are many challenges that must be faced, such as their targets, namely street children who feel indifferent to education or learning, opposition from the heads of street children groups who think learning will hinder them in doing work that will later produce.

The results show that street children have a positive perception of Rumah Belajar Anak Langit. They feel that this initiative provides them with opportunities to learn, play and develop themselves in a safe and supportive environment. In addition, the children also feel valued and accepted, which has a positive impact on their confidence and motivation to learn. This research reveals that non-formal education programs such as Rumah Belajar Anak Langit can significantly contribute to improving the quality of life of street children, providing a positive alternative to street life, and facilitating their social integration. The findings underscore the importance of supporting and expanding similar programs to reach more street children in different regions.

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