

COMMUNITY EMPOWERMENT THROUGH PKBM BINA WARGA IN IMPROVING THE LIFE SKILLS OF STREET CHILDREN IN SERANG CITY

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ABSTRAK

Community empowerment is a way to strengthen several aspects of empowerment to increase the dignity of people who are unable to rely on their strength so they can get out of the trap of poverty and underdevelopment. This is what will later give rise to the life skills abilities of street children. Life skills are education that provides practical skills that are relevant to job market needs, business opportunities, and economic or industrial potential in society. The aim of this research is to describe the community empowerment carried out by PKBM Bina Warga in improving the life skills of street children in Serang City. The stages of this research are determining keywords, the search process according to the criteria, and article analysis. Data for the literature study was collected with the help of publish or perish access software which was used to search for articles studied using the Google Scholar database over a period of the last 5 years. The results of the study show that empowerment to improve life skills applied to street children is not as easy as imagined. There are obstacles that make this empowerment hampered because the street children think that empowerment is not important for them.

Keywords :Street Children, Life Skills, Empowerment.

INTRODUCTION

Street children are part of every general problem from year to year which until now has not been resolved due to the lack of sustainable programs implemented by the Serang City Social Service which is oriented towards work programs and strengthening individual children's creative competencies. Apart from this, it is also due to the fact that handling and communication resources between agencies are not well coordinated, especially in terms of tasks and handling matters.

UNICEF defines street children as children under 16 years of age who have separated from their families, schools and communities and become involved in a life of moving around on the streets. UNICEF's involvement in strengthening the country has been regulated in the 1945 Constitution which clearly addresses the problem of street children. Article 27 paragraph (2) of the 1945 Constitution states that "every citizen has the right to work and a living worthy of humanity."

The problem of street children must continue to be studied and the root of the problem found so that the problem can be handled appropriately and completely. So in this case, one of the efforts to deal with problems related to street children is to carry out community empowerment. This can be done through educational programs, one of which is equality education such as PKBM which is a program at non-formal educational institutions.

According to Bariyah and Hidayati in Yuda, Nuryani, & Rosmilawati (2024:393), education is the center of knowledge in society. Education at school provides students with a structured and gradual experience. Through education, children gain knowledge from various disciplines and are trained in skills useful for solving everyday problems. In the end, children who have attended education are expected to become good, moral, responsible citizens of society and contribute to development in various areas of national life.

Community empowerment is a way of strengthening several aspects of empowerment to increase the dignity of people who are unable to rely on their strength so they can get out of the trap of poverty and backwardness (Kartasasmitha in Tamba, et al, 2020: 238). Community empowerment is a way to

empower and build community capabilities. One of the community empowerment activities carried out in equality education is the life skills education program.

The life skills program in equality education aims to ensure that students have the skills needed to overcome life's challenges. This process is carried out through skills development through learning training, which is expected to produce independence and empowerment which has the potential to improve the quality of life of students, (Amalia & Mulyono, (2024:15442).

Life skills education programs are education that provides practical skills that are relevant to job market needs, business opportunities, and economic or industrial potential in society. Life skills include various abilities that a person needs to live a successful, happy and dignified life in society. Life skills help students develop the ability to learn, eliminate inappropriate habits and thought patterns, and realize and be grateful for their own potential to be developed and applied. These skills also prepare them to face and solve life's problems creatively.

In an educational program, both formal and non-formal, it is mandatory to provide selected life skills so that students have skills for the future that are useful for the world of work so that they can improve their standard of living. However, life skills education goes beyond work skills and manual skills. This educational concept aims to prepare students to have the courage and will to face life and life problems naturally without feeling pressured. Apart from that, this education also helps them find creative solutions and be able to overcome these problems (Nurzamani & Widiastuti, 2019:204).

So with that, the aim of this research is to describe the community empowerment carried out by PKBM Bina Warga in improving the life skills of street children in Serang City. This is quite interesting because basically street children are children who still have a long way to go in life. So, in order for them to be able to achieve a decent life and increase their standard of living, they need life skills.

RESEARCH METHODS

Systematic Literature Reviewor (SLR) is the method used in this research. Literature review is a scientific process that has the aim of examining theories and concepts related to the topic to be researched to show completeness and unusualness (Davies, et al., 2013; Zakaria & Priyatni, 2021). SLR was used in this research because the theme of ethnopedagogy is an interdisciplinary science, namely ethno and pedagogy. SLR in this research is useful for 1) Mapping different approaches from across disciplines to the same topic; 2) combining different theoretical perspectives; 3) Comparison of research methods used to answer the same research question. The results of this research can be used as an alternative for developing new theories for existing ethnopedagogical theories (Lina, Ulfatin, & Sultoni, 2021).

The stages in this research are determining the problem formulation in the form of 1) How to implement life skills training; 2) What are the results; and 3) What are the obstacles. Next is determining keywords, the search process, criteria for selected articles, and analysis of selected articles. Next is determining the literature criteria to be reviewed, which include: 1) Literature articles published in research journals indexed at least Sinta 5; 2) Articles published in the last 5 years (2019-2024); 3) contains elements of life skills training in the title section; and 4) Review life skills training in general. Data for the literature study was collected with the help of the publish or perish search tool. Journal provider databases are both international and national in nature. The access used to search for articles studied uses databases from Google Scholar and Scopus with a time span of the last 5 years (2019-2024). The keyword chosen is life skills training.

RESULTS AND DISCUSSION

The research results are presented in two tables containing journal articles that underwent a literature review. Table 1 presents the research results including the year the article was published, journal name and type of publication. From the findings obtained, ethnopedagogy is a topic that is still hot to study. This is proven by the writings published in the Sinta 5 indexed journal over the last 5 years. Of the 16 journals that contain articles with the title life skills training, 5 articles were published in journals indexed as Sinta3, 6 articles indexed as Sinta 4 and 5 articles indexed as Sinta 5. This indicates that more articles entitled life skills training are published in journals indexed by Sinta 4. After presenting Table 1 which explains the year of publication of the journal, Table 2 describes the names of authors, research methods and findings relating to ethnopedagogy. From Table 2, it is known that all

the journals obtained in this research all come from Indonesia. This indicates that Indonesian writers have high enthusiasm in holding life skills training.

From these findings, life skills training is still needed by organizers to be able to improve the economy, especially for street children, life skills are knowledge that a person must have in order to be able to solve their own problems and live life without feeling pressured and then they will find their own solutions to life's problems.

Table 1. Indexed Journal Publications

Year	Journal Name	Number of Articles	Publication Type
2020	Journal of Pedagogy	1	Sinta 3
2019	Community Education Journal	1	Sinta 4
2021	Journal of Social Service	1	Sinta 3
2020	Community service journal	1	Sinta 5
2022	Citizenship Journal	1	Sinta 5
2023	Doctoral Dissertation Journal	1	Sinta 5
2022	Journal of Community Service in the Field of Science and Technology	1	Sinta 3
2022	Community Education Journal	1	Sinta 4
2023	Journal of Community Service	1	Sinta 5
2021	Journal of Community Service	1	Sinta 3
2020	Comm-Edu (Community Education Journal)	1	Sinta 4
2023	Journal of Research and Development of Informal Non-Formal Education	1	Sinta 4
2022	Journal of Community Service and Empowerment	1	Sinta 3
2019	Journal of Electrical and Vocational Engineering	1	Sinta 4
2023	Comm-Edu (Community Education Journal)	1	Sinta 4
2024	Tambusai Education Journal	1	Sinta 5

From the articles found, 16 journals indexed by Google Scholar with the keyword life skills which I think are in accordance with my current research, namely Community Empowerment through PKBM Community Development in Improving the Life Skills of Street Children in Serang City. All articles found were published from 2019-2024, which means these articles are still new and current. The articles found contain the implementation of life skills training, the goals of life skills training and obstacles to life skills training.

Table 2. Authors, Methods, and Findings

Writer	Types of research	Findings
Wayan Tamba, MA Rizka, Ika Andriani	Qualitative	Implementation of Community Education through Women's Empowerment Based on Life Skill Education
Yahya Nurzaman, Novi Widiastuti	Qualitative	Increasing entrepreneurial abilities through culinary life skills training for residents learning literacy (case study at PKBM Srikandi, Cimahi city).
Nina Septina, Hamfri Djajadikerta, Amelia Setiawan, Lilian Danil, Agustinus Susilo, and Katlea Fitriani	Qualitative	Financial Life Skills Online Training: Alternative Financial Literacy During the Pandemic. Social Service,
Sri Wahyu Andayani, Rina Setyaningsih, Ika Wahyu Kusuma Wati, Roni Kurniawan	Qualitative	Improving Life Skills in LPKK Mothers in Panjang Berbah Hamlet Through Bekatul Brownies Training.

Christianingrum, Sumar, Muhammad Qomaruddin, Ridwan	Qualitative	Improving Life Skills through Entrepreneurship Training and Simple Bookkeeping as a Job Preparation Effort for Children in Orphanages for Orphans and Dhuafa
REKA MELINIA FITRI SETYOWATI	Qualitative	Development of Life Skills in Women's Empowerment through the INES Salon Course and Training Institute (LKP).
Hendri Setyawan, Chrisna Suhendi	Qualitative	Digital Life Skills Assistance Towards Economic Independence for Friends Communities.
Ricky Muhamad Reza, Nandang Rukanda, Prita Kartika	Qualitative	Life Skills Education Efforts to Foster Entrepreneurship in Package C Learning Citizens.
Yahya Nurzaman, Novi Widiastuti	Qualitative	Development of a Digital Women's School Based on Natural Potential to Develop Community Life Skills
Pramudya Dwi AP, Sri Wahyuni, Nely Ana Mufida, Dena Arianingrum, Nur Aisyah Amini, Putri Agustin Wahyuningtyas	Qualitative	Improving Life Skills Through Creativity Training Programs to Train Economic Independence.
Mohamad Iqsan Hudri, Sri Nurhayati	Qualitative	Utilization of the Whatsapp Application in Flannel Craft Training in Community Empowerment
Fira Rama Puteri Mahardika, Sarah Annisa Meifiana, Sholih.	Qualitative	Analysis of Oyster Mushroom Cultivation Life Skills Training Program Planning to Increase Entrepreneurship.
Mohamad Zainul Asrori, Fajar Baskoro, Arya Yudhi Wijaya, Hozairi	Qualitative	Improving the Life Skills of High School Students through the Double Track High School Program as an Effort to Reduce Potential Unemployment
Elfizon, Oriza Candra, Syamsuarnis, Mukhlidi Muskhir	Qualitative	Improving Life Skills in Repairing Household Electrical Equipment for PSAABR Youth
Syifa Mukharomah, Ansori, Novi Widiastuti	Qualitative	Application of the andragogy approach in improving people's life skills through training in recycling plastic bag waste
Amalia, Mulyono	Qualitative	Implementation of the Life Skills Program in Equal Education Package B in the Learning Activity Studio

Life Skill Implementation

Talking about empowering street children to improve their life skills, PKBM Bina Warga is one of the many NGOs or social institutions that have the concept of non-formal education, especially to increase work productivity which leads to an increase in their economic level. There are 3 life skills programs provided by PKBM Bina Warga, namely sewing programs, computer training and cosmetology training, but sometimes they also add a life skills program that is desired and according to the students' abilities. Street children can choose what they can and want without any coercion from PKBM. They hold training.

Yahya Nurzaman & Novi Widiastuti (2019) explains The indicators contained in life skills are conceptually grouped: (1) Self-awareness skills or often also called personal skills, (2) Rational thinking

skills or academic skills.), (3) Social skills (social skills), (4) Vocational skills (vocational skills) are often also called vocational skills, meaning skills that are associated with a particular field of work and are specific (specific skills) or technical skills (technical skills).

From research conducted by Syifa Mukaromah (2023), training conducted by a group or institution is able to improve people's life skills. The improvement starts in terms of knowledge, attitudes and skills. This is what PKBM Bina Warga wants to apply to street children so that they have solutions to their problems, especially economic problems. At least they have one of the indicators above.

The implementation of this training program is usually held 2 times a week, the facilities at PKBM Bina Warga are also sufficient to carry out the training program. Existing facilities include: classrooms, bathrooms, computer room, make-up room/boutique. Apart from the facilities which are quite complete, PKBM Bina Warga does not charge fees at all to students or students, of course this means that street children are not burdened with costs or whatever, they only need to come to PKBM to hone their skills without having to think about costs.

Street children who take part in this program are usually street children who live around PKBM Bina Warga, not only street children are allowed to take part in this training program, but all people who are interested in taking part in the training program at PKBM are permitted to take part in this program because it was created The first time this program is to make the people living around PKBM have adequate provisions or skills so that they are not less competitive in the world of work.

Life Skills Training Results

From research conducted by Mohamad Zainul Asrori, Fajar Baskoro, Arya Yudhi Wijaya, Hozairi (2022) The expected results from the implementation of this training are so that residents learn to have abilities or skills that they hope will become their provision in the future. This is also what is expected of street children who take part in the training program which will later improve their life skills so that this will become their provision in the future to be able to achieve a much better standard of living. It is also hoped that this program can give street children great opportunities for employment.

Obstacle

There are quite a lot of obstacles experienced, these obstacles usually include empowerment targets and time. These two problems are hampering the progress of this program, because the target of this empowerment is street children, of course more energy is needed to be able to make street children want to take part in the program held by PKBM. At the beginning of this program, PKBM even had to visit the children one by one. The street children wanted to take part in this program, but at the beginning the street children refused to take part in the program because they thought that taking part in the program would not earn them money so they preferred to busk rather than take part in the empowerment program. It is this kind of thinking that must be changed among street children, that following a training program will certainly make them have life skills which will certainly be useful in their lives.

CONCLUSIONS

From the results of the research that has been carried out, it can be concluded that life skills training is very necessary to improve the economy, especially for street children. Life skills are skills that every individual must have in order to be able to solve their own problems, live life without feeling stressed, and find solutions to life's problems.

Implementation of life skills at PKBM Bina Warga, which is one of the institutions that focuses on empowering street children through life skills training such as sewing, computer training and cosmetology. Street children can choose training programs according to their interests and abilities without coercion. Life skills training includes self-knowledge skills, rational thinking, social skills and vocational skills.

It is hoped that the life skills training carried out at PKBM Bina Arga can improve the abilities of street children, provide skills for the future, and open up job opportunities. This training also aims to help street children overcome their economic problems by having adequate skills.

The main obstacle in implementing this program is attracting street children to take part in the training. Many street children prefer activities that provide direct income such as busking. Therefore,

there needs to be extra effort from PKBM to change the views of street children regarding the importance of having life skills for a better future.

Overall, this research emphasizes the importance of life skills training in community empowerment, especially for street children. This training can help them improve their standard of living and overcome economic problems by improving life skills. PKBM Bina Warga as a non-formal educational institution plays an important role in realizing this goal.

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