

Learning Motivation In Street Children

(Case Study on Street Children Who Attend School in Public Elementary School
(Sekolah Dasar Negeri/SDN) Mawar 2 Banjarmasin)

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Abstract— Street children are children who spend most of their daily activities on the road. They get different treatment from the community. Their lives are very close to juvenile delinquency. However, in Central Banjarmasin District street children prefer to work as well as school. This study aims to 1) Explaining the motivation of street children in SDN Mawar 2, 2) Describe the school's response to the presence of street children in SDN Mawar 2. The case study method used in the study. The data collection technique involves three stages; observation, interview, documentation. Data analysis started with the reduction, presentation, and verification of data. The results of the research are: 1) motivation to study street children in SDN Mawar 2 (Sekolah Bawang) Banjarmasin based on internal factors do not have a meaningful impact. On the contrary, In the external factors of students affected by economic conditions

that make it "leaves" the obligation to attend school. 2) SDN Mawar Banjarmasin implements the rules and regulations. Schools do various efforts to enable them to rebuild the motivation to learn. School efforts in providing education to street children were able to improve the knowledge, skills, and attitudes as well as learn the art and culture. Schools do various efforts to enable them to rebuild the motivation to learn. School efforts in providing education to street children were able to improve the knowledge, skills, and attitudes as well as learn the art and culture. Schools do various efforts to enable them to rebuild the motivation to learn. School efforts in providing education to street children were able to improve the knowledge, skills, and attitudes as well as learn the art and culture.

Keywords— *Street Children, Motivation, Learning*

I. INTRODUCTION

Speaking of education, no doubt that education is essential for human life in the present era. Education gives us knowledge of the world. Paving the way for a good career, also helped build our character. Ki Hajar Dewantara's conception about education is a process used to pass on cultural norms from one generation to the next, while the culture itself is the animating spirit of education. The conceptual framework of education Ki Hajar Dewantara humanist emphasizes the importance of the preservation of human existence, which means it helps humans more humane, more cultured as a whole human being developed in terms of creativity, a sense of power, and power initiative.

Education as one of the very important elements in print the next generation, it is still far from the expected. Problems still occur however, the most obvious is the problem of the high cost of education so as not affordable for the lower classes. Supposedly education is the right of all people of Indonesia as contained in the 1945 Constitution which reads one of the objectives of our country is educating the nation. Based on the consequence that the state should organize and facilitate all Indonesian people to obtain proper instruction and education [1].

The high costs of education now and many people who live below the poverty line so it does not much care or attention to the importance of education for their children, thus making the school children, the child only gets

an education at secondary school level first or middle to high school. Whereas the government wants to complete the 12-year compulsory. If this problem does not get attention then the program will not be realized. Many children drop out of school because their parents can not afford to send their children [2].

Street children have a dire fate, had to work very hard from an early age and can not follow the lessons as well as other children. Such conditions make certain institutions to set up informal schools for street children. However, the path there are obstacles, informal schools do not give a diploma. This hampers for street children to continue their education elsewhere or higher. Street children are children who spend most of their time to perform activities of daily living in the streets, either for a living or wandering the streets and other public places. Street children have traits, aged between 5 to 18 years, conducting or roaming the streets,

Being a street child is not a fun option, because they are in a state of the future is unclear and where they become a problem for many people. Street children are God's people who have the same position as us, just the fate of the other outlines of us [3]. The attention to street children today is not so big and also have not found a bright spot to address it. Seeing the number of street children is very large, this indicates that the future conditions of children in Indonesia are very worrying. Children indirectly represent the next generation who will continue the struggle of Indonesia in the future, of course, to have the quality of life and Human Resources is good.

The family is the center of education, guidance, and empowerment first to allow children to grow and develop properly. Street children have parents who also live in the vicinity. His family, including poor families so that their children have a desire to help meet the needs of families [4]. It is exciting researchers to find out how the learning motivation of street children in the School of onion, as well as to find out the factors that influence the motivation to learn on the street children who attend school in School Onions, to obtain input to formulate appropriate policies to improve [5], [6].

II. METHOD

The approach used in this study is qualitative. Qualitative research is a set of beliefs, concepts, perspectives and assumptions of reality under study and how the natural research (naturalistic), subjective and holistic. It is adapted to the purpose of the study, which is to gain a deep understanding of the motivation to learn that is focused on street children who attend school in School Onions. The phenomenon under study took place in a context of a specific time and can not be so that researchers will use the case study method as one of the most appropriate approaches to the research objectives [7], [8].

Researchers act as a human instrument that is fully adapted to the situation he entered. The research process is very important compared to the results obtained. Researchers are required to be flexible to collect data from different subjects in-depth research. Human instrument is built on knowledge and use of the method by the demands of research. The researcher as a research instrument will determine the smoothness, success, obstacles or failure in data collection efforts [9]. Researchers do everything possible to understand, explore and apply the signs that have been put forward for research can be achieved to the maximum [10]. The authors use the data collection, 1) observation or recording systematically towards a social phenomenon in order to get a clear data about the object under study, 2) Interview, which is a method of data collection by the ways unilaterally carried out systematically and based on the research objectives, and 3) Documentation, namely the collection of data directly to the object of research, so the result is secondary data. Data analysis techniques used in this research is the analysis of qualitative data, adhering to the concept proposed by Miles and Huberman, namely: data reduction, data presentation, and conclusion. Initial conclusions presented are still provisional, and will change if no strong evidence supporting the next phase of data collection [11].

III. RESULTS AND DISCUSSION

1. Factors and Motivation Street Children Come to school at SDN Mawar 2 (Sekolah Bawang) Banjarmasin

Education is a very important aspect of human life, education is a critical aspect of the progress and development of a country or nation in the macro aspects. The reality that emerged in public life is the mushrooming of inequality in education. To facilitate it raised the realm of education policy in education, both formal and informal. Education without his subject is not enough. Required educators and learners in synergy with each other. Especially for learners encouragement of learning has a major role in fostering the spirit of learning. A learner despite having a high spirit and strong would be faced with a variety of conditions that cause hindrance in learning achievement. Variety obstacles that arise should be held in a spirit being maintained. The spirit is embodied in the form of motivation to learn [12].

Based on the factual conditions Banjarmasin City Area precisely Pasar Bawang (Pasar Lima) the majority of street children are having problems with education, some of which are out of school and some of them have to work while going to school. Ideally, children should get a proper education and not burdened with the responsibility of working for a living following article 68 of Law No. 13 of 2003 states that employers are prohibited from employing children. In the provisions of the law, a child is anyone under 18 years old. The mean 18 years is the minimum age allowed governments to work. But we have to give appreciation to the children who chose to stay in school, besides, they have to work and help their parents earn a living.

Street children are forced to work for a living, have made them have the dilemma of choosing between work to help their parents (dropouts) or go to school in the middle of a financial crash. For those who choose to stay in school and work in the afternoon after school, they will be impaired, both physically and psychologically [13]. Indirectly they have to divide their time between work and study.

Based on interviews with Kasroni Nurmansyah familiarly called Roni, Filial School Students SDN Mawar 2 Banjarmasin (Sekolah Bawang). He now sits in ninth grade junior high school. Roni A child coming from Kelayan every day riding a bike within 10 minutes to school. Roni formerly had dropped out of school since Grade 3 SDN in Kelayan, which then decides its intention to continue to Sekolah Bawang. According to his testimony as follows;

"Ulun Ka ai takana masuk takana kada jua sekolah, apalagi mun ada langganan. Ulun di pasar sini bagawi buruh meangkut bawang membantui kuitan ulun. Biasanya ulun bagawi mulai pagi jam 8.30 sampai jam 12 siang. Amunnya sekolah gin bila habis bulikan ulun langsung bagawiaawi " (I used to go to school his erratic, especially if there are subscriptions are coming in. I in the market to help parents. Usually I work starting at 8.30 until 12 noon, for any school I certainly do after work).

In line with the opinion of Roni, Maulina, aged 14 years who is Sekolah Bawang learners in junior high school explained that;

"Ulun dulu sekolah di Siti Maryam Muhammadiyah, pindah waktu kelas 2. Ulun pindah sekolah karna handak menolongi kuitan"(I used to be a school in Siti Maryam Muhammadiyah, moved at second grade. I moved the school because he wanted to help ease the burden of parents).

Based on both the results of the interview above, it is understood that the motivation of learners is strongly influenced by the economic conditions of their families. Meet daily needs is a priority that must be accomplished to education. This is not due to a lack of motivation to learn owned, but because of the heavy demands of life for them. Discussion of the relevance between education and economic establishment lips that characterizes the motivation of the street children.

In simple terms the economic impact of the low family are always dogged by sadness child so that the child feel inferior to other friends, it will also disrupt children's learning activities [14]. The economic establishment greatly assists students to complete the infrastructure of learning so that the learning process can run

effectively and efficiently. The factors dilemma would be the economic problem is a very important issue in the process of formal education. Therefore, when a person experiences a gloom economy undoubtedly the educational process will be hampered. Even possible education process will be stopped due to the lack of economic family pay for his education. While the cost of education these days, increasingly increased along with the increasing variety of needs, including the need for educational facilities, plus the rising cost of basic daily needs. On the other hand, the purchasing power of society becomes unreachable or declining [14].

It is, therefore, no doubt that no matter how difficult the economy, the problem of education for children should be a concern for parents. For street children to work to make ends meet is not a taboo. SDN Mawar 2 Banjarmasin (Sekolah Bawang) background conditions that economically weak students are very dominating. The low family economy was not only to stop the motivational aspects but on meeting students learning equipment, such as the purchase of textbooks and other equipment. The low family economy can also impact on the continuing education of children even to drop out of school and become street children [1]. The cost of education is a very important component of education. The expansion and spread of opportunities for children to get an education, especially primary education occupy the highest priority in the development of national education. This is reasonable because the Constitution of 1945 and Outlines of State Policy has mandated that every citizen is entitled to education and teaching, the government seeks to expand educational opportunities, better basic education, vocational, professional, through school and the outside lane of the school. To achieve the learning achievement of children, especially in primary schools, of course, must be supported by a variety of means and media of learning, especially in the household. However, meeting the needs of children's learning should be supported by the sufficiency and economic stability of the family.

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2. The role description of the existence of Street Children Schools Enrolled in SDN Mawar 2 (Sekolah Bawang) Banjarmasin

In Act No. 20 of 2003, Article 26th, First paragraph is explained that the Non-formal Education was held for citizens who require educational service that serves as a substitute for, enhancer and/or complementary PF to support lifelong education. Further described in second paragraph of Non-formal Education serves to develop the potential of learners with an emphasis on the acquisition of knowledge and functional skills as well as professional attitude and personality development. While in third paragraph, there is mentioned that the Non-formal Education includes education life skills; early childhood education programs; youth education; educational empowerment of women; literacy education; vocational education and job training; education equality;

Judging from education units, the implementation of the Non-Formal Education consists of courses; training institutions; study groups; Community Learning Center (CLC); taklim; as well as similar education units (Article 26th, Fourth paragraph). Also, in article 26th, Fifth paragraph, it clarifies that courses and

training organized for people who need a stock of knowledge, skills, life skills, and attitudes for professional development, work, own business and/or continue their education to a higher level. Organized non-formal education for citizens who require educational service that serves as a substitute for, enhancer, and/or complement formal education to support lifelong education.

The function of non-formal education serves to develop the potential of learners with an emphasis on the mastery of knowledge and functional skills as well as professional attitude and personality development. Types of non-formal education include life skills education, education child early age, education, youth, education, empowerment of women, literacy education, education skills, and job training. Educational equality includes the Package A, Package B, and Package C, as well as other education aimed at developing the ability of learners such Community Learning Center (CLC), institutions courses, Training institutes, study groups, taklim, studio and so forth, and education another aimed to develop students' skills [15].

In a particular role in SDN Mawar 2 Banjarmasin (Sekolah Bawang) in building motivation to study street children is very good. Schools do various efforts to enable them to rebuild the motivation to learn. School efforts in providing education to street children were able to improve the knowledge, skills, and attitudes as well as learn the art and culture. Education they have taken certainly capable of a provision for the life of street children in the future. A many have discovered that ordinary street children live free and irregular and no set. School efforts to rebuild the motivation of street children is not easy and takes a minute. The means used by SDN Mawar 2 Banjarmasin (Sekolah Bawang) in building motivation to study street children slowly. The role of education in schools in implementing SDN Mawar 2 Banjarmasin (Sekolah Bawang) in building motivation to study street children through a variety of ways, as follows:

a. Implementation of Education Program

The education program implemented by SDN Mawar 2 Banjarmasin (Sekolah Bawang)

form of learning is done every day from 08:00 to 12:00 pm. Through its educational program of street children are taught some of the material, including the Islamic Religious Education (PAI), a local Freight/write Read the Qur'an, Science, Social Studies, Mathematics, Art and Culture, ICT, Indonesian, English, Civics and PE. Of course, all of this material together with a more formal school given in Banjarmasin.

b. Applied Learning Curriculum

Until now SDN Mawar 2 Banjarmasin (Sekolah Bawang) does not have the learning curriculum. The administrators and teachers had a chance to design a curriculum formation, however, it can not be implemented. Certainly, the policy pursued by the state to adjust school students. Learning materials designed to teach must be practical and widely practiced by street children in society later in life. Such as how to read and write the Qur'an, worship, manners, and decorum that must be upheld and followed in society, learn the art and culture of Banjar, and the skills to create a work useful and selling power. The design for learning adapted to the concept created by individual teachers in the classroom. Learning material to be conveyed is designed by teachers themselves. Of course, equipped with a book or a source of reference for teaching.

c. Role of Teachers

Teachers at SDN Mawar 2 Banjarmasin (Sekolah Bawang) in their daily interact directly with students. Surely they have a role in building the learning motivation of street children. The teachers have a close relationship with the street children they interact through outside learning. The teachers in the learning have taught, friendly and patient in dealing with their students. Protege like learning taught by the teachers at SDN Mawar 2 Banjarmasin (Sekolah Bawang).

d. Providing Learning Infrastructures

SDN Mawar 2 Banjarmasin (Sekolah Bawang) has the facilities and infrastructure that are inadequate. As a non-formal educational institution, SDN Mawar 2 Banjarmasin (Sekolah Bawang) has some means of supporting learning. SDN Mawar 2 Banjarmasin (Sekolah

Bawang) has a study room used for teaching elementary school children and junior high school. One room was blocked by a wall for elementary and secondary school children. Inside each room has a blackboard and a fan. Jam, there are also textbooks and references contained in the school [16].

IV. CONCLUSIONS

Motivation to learn is the urge or drive that causes a person to study or learn the subject matter. The higher a person's motivation to learn, the higher the learning results. In the process of learning, motivation to learn is a very important aspect. In learning much-needed motivation. Learning outcomes would if there is motivation. The more precise motivation given, the more successful the lesson well. Factual conditions are often encountered in the classroom, students' motivation tends to below. However, in certain circumstances very different from when we met in SDN Mawar 2 Banjarmasin (Sekolah Bawang).

Students who go to school are dominated by a weak economic backdrop. They are street children who attend school and work in the Lima market. Motivation to learn them very high with very good enthusiasm. However, due to the demands of the economic conditions they often neglect the obligation to attend school. It is described that the motivation to study street children in SDN Mawar 2 Banjarmasin (Sekolah Bawang) on internal factors do not have a meaningful impact. On the contrary, In the external factors of students affected by economic conditions that make it "leaves" the obligation to attend school.

Judging from the role of non-formal education carried out in respect of the function of developing the potential of learners with an emphasis on the mastery of knowledge and functional skills as well as the development of attitudes, SDN Mawar 2 Banjarmasin (Sekolah Bawang) implement as the rules and regulations. Schools do various efforts to enable them to rebuild the motivation to learn. School efforts in providing education to street children were able to improve the knowledge, skills, and attitudes as well as learn the art and culture. Education they have taken certainly capable of a

provision for the life of street children in the future.

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