

# EMBACHING INTITUTIONAL

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# Embracing Institutional Partners: As an Effort to Eradicate Street Children in Surabaya Children's Village

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**Abstract**— Street children are a social problem for some countries. Some alternative solutions are made to complete the number of children who are on the streets. Surabaya as one of the major cities in Indonesia established Kampung Anak Negeri as a place of protection and guidance for street children. This study aims to describe the empowerment model that involves all stakeholders from government and non-government institutions. This research is a qualitative research. Data collection techniques used are through observation and interviews. Data analysis techniques used in this study were qualitative data analysis through the stages of data reduction, data presentation, drawing conclusions / verification. The results of the study provide an overview of the development of street child empowerment models in Kampung Anak Negeri involving business and industry networks and the optimization of the role of parents and society. The model is described in four components: input, empowerment goals, empowerment process, institutional involvement and output.

**Keywords**— *street children, Kampung Anak Negeri, empowerment models, Surabaya*

## I. INTRODUCTION

International organizations have different definitions of the phenomenon of street children who become social problems [1]. There are four categories of street children, 1) homeless people; 2) running away from home; 3) homelessness; and 4) work because of poverty [2]. Some activities include car parking, cleaning the glass, selling fruit, newspapers, mineral water, candy, souvenirs, being a scavenger, shining shoes and begging [3].

Some factors that cause children to become street children are economic factors, socio-cultural factors, family factors and individual factors [4]. Economic factors such as poverty, unemployment, injustice, large disparities in social class, unfair distribution of wealth etc. Socio-cultural factors such as population growth, migration, war, social change and cultural values, differences between generations, and discrimination. While family factors include violence in the family, family priorities, lack of shelter, dropping out of school and being neglected, families with delinquency and addicted backgrounds. Individual or bio-psycho factors include the

characteristics of children, mental capacity and ability of children.

The presence of children on the streets causes them to lose their educational rights [2]. Access to education is limited because of poverty, and neglect of parents. Thus the motivation to continue education decreases because of work. Opportunities to achieve better livelihoods through means of educational mobility are closed [3].

Street children often face great risks such as accidents, poor health problems, sexual harassment, crime, drug abuse and negative stigma from the community [5]–[7]. The magnitude of the risk faced causes trauma such as neglect, abuse, and psychological trauma [8]. Therefore, street children need a network / group as a rescue valve. Cooperation, friendly relations and exchanges between friends become important for protection and security [9]. Although this method actually perpetuate their lives on the streets [10].

Various attempts were made to overcome the problems of street children. The government is making efforts to deal with street children by providing a center for protection and education. The aim is to provide education and protection for street children. In addition, skills programs are often additional programs to equip street children to work in the informal sector [11]–[13].

The program for handling street children modeled as a protection institution is not without problems. The main obstacle is children who tend to want to return to the streets even though good facilities have been prepared [13]. It takes a good companion who has an effective strategy so that these children forget the streets [14]. Therefore, coaching is needed for the assistants and the provision of good childcare skills so that the program runs effectively [15].

The protection and education center for street children must be able to become a new social network for them, which will provide information about work. This new network will help children find new, better jobs [9]. The provision of education and skills they received during rehabilitation as well as better types of work will have an impact on the success of the reintegration program, which is to put them back in the community as the goal of the protection center [16].

Every form of problem solving for street children needs the help and involvement of the whole community [16]. A control mechanism is needed for the program to succeed [16]. In addition to the Government, educational institutions and communities also have a stake in solving the problem of street children. Non-governmental organizations usually offer assistance using a socio-psychological approach to deal with trauma problems and all forms of problems experienced by street children [16]. Whereas educational institutions prefer to take the role of using psychoanalytic approaches in the form of tutoring and arts programs [4], [12].

The Surabaya government through the UPTD Kampung Anak Negeri which is a subsidiary of the Social Service is trying to start a protection and guidance agency for street children. The purpose of UPTD Kampung Anak Negeri is to provide education, health, basic needs and prepare their future after graduating from UPTD. All forms of activities are directed towards the realization of street children's independence such as discipline training, mental guidance, sports skills, arts and entrepreneurship education.

Various studies have been conducted to describe the form of problem solving for street children, namely through protection and training institutions, community involvement, and guidance programs from educational institutions. However, no one has explained how the business world must also be involved in handling street children. This article focuses the discussion on how UPTD Kampung Anak Negeri builds networks with stakeholders in protection and coaching programs to increase the independence of street children in Surabaya.

## II. METHOD

The research method uses qualitative description. The research indicator is a form of cooperation network developed by UPTD Kampung Anak Negeri with partners to improve the independence of street children in Surabaya. This indicator is translated into a questionnaire with the following scale. 5 = very good, 4 = good, 3 = enough, 2 = less and 1 = very less. The subjects of this study were the trainers, coaches and management of the UPTD Kampung Anak Negeri. Data collection techniques used are through observation and interviews. Data analysis techniques used in this study were qualitative data analysis through the stages of data reduction, data presentation, drawing conclusions / verification.

## III. RESULT AND DISCUSSION

### a. Child Empowerment Model of Kampung Anak Negeri

The vision and mission of UPTD Kampung Anak Negeri is oriented towards empowering street children to be able to act normatively and independently according to what the community expects. UPTD Kampung Anak Negeri is not only oriented towards meeting the basic needs of street children, but also has a program to fulfill their educational rights and how street children become independent after graduating from UPTD Kampung Anak Negeri. The empowerment model involves all stakeholders to achieve the goal of independence of street children in one synergy, which involves several SKPDs such as the Social Service, Education Office, Cleaning Service, Youth and Sports Service, Health Service, KONI, Satpol PP, TNI and Police, Linmas, as well as from other elements outside the SKPD such as mass organizations, private parties, universities, parents of street children and even the community.

### b. Weaknesses in the Implementation of Empowerment of Street Children in UPTD Kampung Anak Negeri

Empowerment of street children means efforts to develop their own potential in order to become more developed and be able to face a more modern life. That way the empowerment of street children is to give power to street children in order to optimize the power they have in themselves so they can lead a better life. Criticizing the street children empowerment model that has been carried out by UPTD Kampung Anak Negeri, the existing model is actually sufficient to illustrate the synergy between SKPD (Government) with the private sector and non-government organizations (non-Government) in the empowerment process for the independence of street children, but in the model there are some weaknesses namely :

- 1) In the process of empowerment, some of the parties involved are still dominated by the SKPD (Government), while those from non-government organizations are still limited to volunteers from mass organizations and psychology institutions involved.
- 2) There is no control mechanism that involves parents and the community after the street children return to normal life (graduating from the village of the country children)
- 3) In the model, the results only prioritize independence in terms of employment, scholarship paths for children who have the potential to continue their education to a higher level are not yet considered
- 4) On budget issues, UPTD Kampung Anak Negeri still relies on the City Government, no other alternative has been prepared to fund work programs / activities that have been planned.

### c. Development of Street Children Empowerment Model with Comprehensive Approach in Surabaya City

Noting these weaknesses, it is deemed necessary to develop a model of empowering street children using a comprehensive approach that involves all stakeholders in order to achieve synergy to achieve a common goal, namely the independence of street children. UPTD Kampung Anak Negeri as the center of empowerment should have collaborated and involved other SKPDs owned by the City Government to achieve its vision and mission. In addition, UPTD Kampung Anak Negeri should also collaborate with the private sector, in collaboration with parents of street children, and even must involve the community in their control and supervision mechanisms.

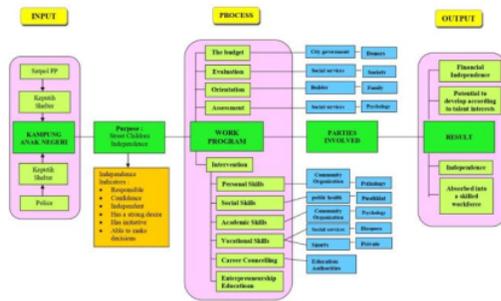
The development of street children's empowerment uses two models. *First*, the institutional-centered intervention model, which is handling street children by focusing them in an institution / institution (in this case the UPTD Kampung Anak Negeri). Street children affected by raids will be collected first at a shelter in Keputih Surabaya (drop in center), and then selected who has a Surabaya identity will be placed in the UPTD Kampung Anak Negeri (residential center). In this institution they are given services, protection and good treatment. Some of the forms of services provided are meeting basic needs (clothing, food, shelter), mental, physical, cognitive, social guidance and exploring potentials and developing interests and talents. Handling street children with this model requires cooperation and synergy between SKPD in Government and several private parties to support the achievement of the independence of street children.

*Second*, the community centered intervention model, which is handling street children that involves the full potential of the community, especially families or parents of street children.

This approach is preventive, which is to prevent children from taking to the streets. Families are provided with childcare and supervision counseling activities and, while children are given the opportunity to obtain formal and informal education, free time and other activities. This approach aims to improve the ability of families and communities to be able to protect, care for and meet the needs of their children.

To achieve conditions of synergy or to produce a much larger output, it is inevitable that there is a degree of dependency between one party and another. Following is a description of the synergy of UPTD Kampung Anak Negeri with SKPD and other institutions in realizing their vision and mission in maximizing empowerment for the independence of street children.

The following picture is a model of street child empowerment developed in which the UPTD Kampung Anak Negeri is considered a residential center (permanent institution).



The Model of Empowering Street Children in Surabaya

**a. INPUT MODEL**

The input process in the picture shows the input of street children who are assisted by UPTD Kampung Anak Negeri. Street children who are in UPTD Kampung Anak Negeri are children who have social problems and are on the streets that were successfully raided by PP police officers and then placed in the Keputih shelter.

**b. PURPOSE OF EMPOWERMENT OF STREET CHILDREN**

The main objective of the street children empowerment program in UPTD Kampung Anak Negeri is to increase the independence of street children. The definition of independence in this case is to instill an attitude of responsibility, self-confidence, independent and not dependent on others, has a strong desire, has initiative and is able to draw conclusions.

**c. ENTERTAINMENT PROCESS AND PARTICULARS**

The process of empowering street children carried out by UPTD Kampung Anak Negeri is a manifestation of the goals of the institution implemented in the form of work programs. There are five types of activities carried out at UPTD Kampung Anak Negeri in empowering street children, i.e:

**1. Budgeting**

The sustainability of an institution will run well when it is supported by a well-planned budget, as well as the Kampung Anak Negeri. So far, the UPTD budget of

Kampung Anak Negeri is fully borne by the Surabaya City Government. However, when there are activities that are not included in the plan, the UPTD cannot carry out the budget. Therefore, in this model, budgeting institutions are offered which are not only sourced from the government, but also from donors outside the government.

**2. Evaluation**

Evaluation is the process of evaluating aspects that underlie implementation (regulation), service models, service delivery and other aspects of service support. The results of the evaluation become data to see the extent to which the process of achieving goals and disclosure of performance of programs / activities of social services for children in UPTD Kampung Anak Negeri, as well as feedback for improving the quality of performance of programs / activities of further social services.

**3. Orientation**

The orientation activities were carried out in the form of an introduction to the UPTD Kampung Anak Negeri program and the UPTD Kampung Anak Negeri environment. Through this orientation process, it is expected that street children will have self-confidence and grow a sense of social solidarity among fellow clients with mentors and mentors. As well as being able to get to know the conditions of the program and the rules set by the children's village so that the client is motivated to follow the existing guidance and guidance process.

**4. Assessment**

Assessment is an activity of reviewing and revealing problems to find out all the problems of street children, establishing plans and implementing interventions. Assessment activities include: a) exploring and revealing the background and condition of street children; b) carry out the diagnosis of the problem; c) determine rehabilitation measures; d) determine the required training support; and e) placing street children in the rehabilitation process. This assessment phase consists of social assessment and psychological assessment (tracking interest and intelligence potential)

**5. Intervention**

This stage is a form of service provided to street children as long as they are in the village of a country's children to meet physiological needs. In addition to the formation and change of mental, social and physical behavior of the client to have adaptive and normative attitudes and behavior. This activity consists of:

**a) Personal Skill**

Personal skills consist of self awareness and rational thinking skills.

Self-awareness is a self-appreciation as a creature of God Almighty, members of society and citizens, as well as being aware and grateful for their strengths and weaknesses, as well as making it a capital in improving themselves as individuals who benefit themselves and their environment. Self-awareness skills are conscious attempts to foster self-awareness. To understand yourself ideally by knowing yourself. Some things that must be recognized in themselves are knowing their potential through the interests of talents, hobbies, ideals, recognizing the role of self, recognizing the strengths and weaknesses of the self that are physical elements and spiritual elements.

The concept of self is a holistic perspective about himself, which includes the abilities he has, the feelings he experiences, his physical condition and his immediate environment. The self-concept, including positive self-concept and negative self-concept. The concept of self is an important factor in interacting. The ability to realize who he is, observe himself in every action and be able to evaluate every action so that he understands and understands behavior that is acceptable to the environment. Thus, humans have a tendency to hold values. Individual behavior is very dependent on the quality of his concept.

Some important aspects that need to be recognized in self-awareness skills are recognizing the roles of the self, recognizing one's potential through interests, talents, hobbies, ideals, recognizing one's own mind, recognizing the body, recognizing the soul, recognizing one's self, recognizing one's strengths and weaknesses. In recognizing one's own role, there are several roles that must be recognized, namely the role as a servant of God / servant of Allah, the role as a child, the role as a parent (key to family resilience), the role as a caliph (profession holder / breadwinner) and the role as citizen. If this role is already known, it will be easier to maintain yourself in the role undertaken.

Thinking skills include the ability to dig up information, the ability to process information, the ability to make decisions, and the ability to solve problems. The ability to explore information is the ability to obtain information from various sources in various ways. The ability to process information is the ability to filter, select and store information. Decision making ability is the ability to use information to make certain decisions according to their needs. While the ability to solve problems is the ability to solve life and life problems using existing information and decisions. With this rational thinking skill (thinking skill), it is hoped that a person will not be confused about life, so he can face life's problems and life naturally without feeling depressed.

In instilling personal skills in street children, synergy is needed between UPTD Kampung Anak Negeri, Government, Community and Private Parties. Some parties that need to be involved in this case are the social service, psychologist institutions, open houses.

#### b) Social Skills

Social skills consist of communication skills and cooperation skills. Communication skills including empathy, understanding, and the art of two-way communication need to be emphasized, because communication is not just conveying a message, but the content and arrival of the message are accompanied by a good impression that will foster a harmonious relationship. Communication skills are very necessary, because humans interact with other humans through communication, both verbally, written, pictured, and through impressions. Communication skills consist of two parts, namely verbal and nonverbal. Verbal communication includes speaking, listening and reading skills. Non-verbal communication includes an understanding of the expression, body language, and appearance or demonstration. Thus, communication skills include listening, speaking, and writing opinions / ideas.

Cooperation skills include skills as pleasant coworkers and empathetic leaders. As a pleasant friend, a person must be able to build a conducive climate in socializing

including positive respect for others, building relationships with others and an open attitude. In leadership aspects include responsibility, outreach, perseverance, courage, being able to influence and direct others.

#### c) Academic Skills

Academic skills are skills possessed by someone in the academic field. Academic skills are often also called scientific thinking skills which are a continuation of rational thinking skills. If the rational thinking skills are still general, academic skills have led to scientific skills (academic). Academic skills include the ability to identify variables, connect variables with certain phenomena, formulate hypotheses, and design and conduct research. This might be practiced on a simple scale to elementary and MI students so that it does not seem imposing.

#### d) Vocational Skills

Vocational skills are related to specific fields of work or activities in the community and require more motor skills. In vocational skills include basic or pre-vocational vocational skills which include skills in using work tools, measuring instruments, selecting materials, designing products; and supporting vocational skills which include tendencies to act and entrepreneurial attitudes. This does not mean junior high school students must be equipped with types of work skills but provide opportunities to develop work insight, work ethics and productive activities.

#### e) Entrepreneurship Education

Entrepreneurship education is carried out with the aim of equipping street children to become entrepreneurs. This activity has a long-term goal so that after the street children graduate from UPTD Kampung Anak Negeri to become independent. Several types of training and businesses that have been carried out such as HP Service Training, Workshop Workshop, Establishing a State Kampung Anak Café, Motorcycle and Car Washing Business and "KANRI" Sinom Business.

### d. OUTPUT

The output of the implementation of street child development in UPTD Kampung Anak Negeri is an expected result, namely the realization of the independence of street children. This independence consists of financial independence, has potential and develops according to their interests and talents, is socially independent and is absorbed into a skilled workforce.

### IV. CONCLUSION

The development of street children empowerment models in UPTD Kampung Anak Negeri is a development of the empowerment model that has been done previously by adding components of business and industrial network involvement and optimizing the role of parents and the community.

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