

THE LACK MOTIVATION OF STREET CHILDREN HAVING BETTER EDUCATION IN RUMAH SINGGAH AKUR KURNIA

Endang Sondari And Yulia Sofiani Zaimar

Email : endang_sondari@yahoo.com

**English Department Faculty of EDUCATION AND ART
UNINDRA UNIVERSITY**

Abstract: Defining street children is a difficult phenomena, made harder by the many uncertainties surrounding the term. The term 'street children' is usually applied to children under the age of 18, who either live or make a living on the streets. Some may have family connections, but others are simply abandoned or choose to run away from home. Street children are highly concentrated in countries with struggling economies, but are also present in developed countries. Regarding their location, they face hard life and exploitation. Street children are generally deprived of their right to education and have little or no access to the formal education system. The majority of them are illiterate and have either never been enrolled, or have dropped out of the formal education system, and it is difficult to secure funding for the kind of informal education which suits street children's lives. This study was commissioned by the Rumah Singgah Akur Kurnia to provide a comprehensive situational analysis of street children in a big city, like Jakarta. Its approach differs from previous situational analyses of the issue as it took a more solution-oriented view of the challenges facing street children.

Keywords: Street children, education, shelter

Abstrak: Mendefinisikan anak jalanan merupakan fenomena yang sulit. Lebih sulit lagi karena ketidakpastian di sekeliling istilah tersebut. Istilah 'anak jalanan' biasanya diberikan pada anak-anak di bawah usia 18 tahun yang hidup atau tinggal di jalanan. Beberapa dari mereka mungkin masih berhubungan dengan keluarganya, sedangkan yang lainnya diabaikan atau memilih kabur dari rumah. Anak jalanan menjadi perhatian yang besar di Negara yang masih berjuang secara ekonomi, tetapi mereka juga ada di negara-negara berkembang. Berdasarkan lokasi, anak jalanan menghadapi kehidupan yang keras dan eksploitasi. Anak jalanan secara umum tercabut hak mereka dalam pendidikan dan hanya sedikit, bahkan tidak ada akses ke system pendidikan formal. Mayoritas mereka buta huruf dan tidak pernah mendapat, atau bahkan drop out dari pendidikan formal. Sulit bagi mereka menyimpan dana untuk beberapa jenis pendidikan informal yang cocok dengan kehidupan anak jalanan. Kajian ini dilakukan oleh Rumah Singgah Akur Kurnia untuk memberikan analisis situasional secara menyeluruh untuk anak jalanan di kota besar seperti Jakarta. Pendekatannya berbeda dari analisis situasional sebelumnya untuk masalah yang sama sehingga akan lebih pada pandangan orientasi solusi terhadap tantangan yang dihadapi oleh anak jalanan.

Kata Kunci : Anak jalanan, pendidikan, rumah singgah

Background of the Research

Indonesia has many children, who is living on the street. Most researchers agree that the situation has worsened since that time, mainly as a result of economic factors. These children are seen to be committing a social violation, as their very presence contradicts state ideological discourse on family values. Post economic crisis in 1997 has made the numbers of children increase, who are seeking a livelihood in the street. It was known, that in Indonesia, street children are divided into some groups. The first group is considered as the children, who have taken long period of time while staying on the streets in the big city, like Jakarta, and always sited along the major road side. Such children become street children, even become vagabond, leaving their families, because of several family problems, as follows: divorce of the parents, poverty and lack of love from the family. Based on those cases, many researchers consider and pay attention to their education, even their future. The street children are considered that they get lack of education.

The street children case is a problem in big cities in Indonesia, like Jakarta. The increase of street children population due to economic crisis is getting worse. The street children face situation in which their rights as children are not fully fulfilled, starting from educational aspect, life survival, growth and protection (UNDP & Depsos RI, 1997). (<http://gres.news/news/politics/108316-street-children-hard-to-access-education/0/#sthash.Vn8NqY00.dpuf>, download March 5 2017). They get negative influences of their environment on the street. Therefore, most of them present social deviant behavior. Before, this research continue to other info, the researchers would give the definition of the street children dan vagabond.

Generally, street children in fact, it constitutes the children, who live and survive their live on the street. The street children do not mean, is the children, who were born in the street. There are groups to characterize those. First, those who grow-up on streets.

This characteristic is made up for the children, who have taken long period of time while staying on the streets in most of the big cities, like Jakarta, and always sited along the major road sides in these cities. They have lived on the street for a long period without meeting their family members or even their closest relatives. Such children break-away from their families because of several family problems which include: divorce of the parents (can be and lack of harmony in the family) and poverty.

The second characteristic laid to the children, who is still living with there family members or relatives in residential areas of low standard, perceived as in convenient places for settlement by such children. Those families must be facing economic difficulties. They should be having loose control over their children, who must survive on the streets, looking for a living in order to support their families (parents). Due to the economic difficulties, these families are not able to pay for their children's tuition and also not able to pay for the other essential requirements. Most of the children from such families must also "turn down" their school, and can be consider as a vagabond also. This thought come, by seeing, besides economic necessity, many street children confessed that they ran away from home because they were unhappy there. In fact none of the children interviewed said that poverty was the main reason they left their home.

Education is the rights of every nation, including street children, even vagabond. However, our government seems pay lack of serious efforts in helping street children and vagabond to access education. Most of the street children, who come from underprivileged families seem should make a living for themselves. They might not be able of accessing education through formal education in formal schools, but they may access them informally through families assistance and an environment that's formed for independent studying activities outside schools.

This research aims to provides an introduction to the reasons behind the choice of Jakarta as a location of the research, providing a justification for the research and an outline of the thesis structure. For the purpose of this study, the term vagabond, especially 'street children' refers to boys and girls aged between 10 and 20 years who have partially or completely severed family ties and use the streets as a place of work and home. The motivation for the study was the initial sense of a dearth of literature on street children in Jakarta as the acpital city. Many studies on street children have focused on the causes and remedies to the phenomenon of street children rather than on the construction of the phenomenon itself (Hecht, 1998). The study was driven by a couriouscity to examine the links within the street children's environment and to understand their life, connecting education term .

The purpose of this research is to identify effective ways, designing of alternative education programs, especially the programs that support the positive social engagement and high development of children, who have left theinstitutional education system and are considered to be marginalized or street. The theoretical frame work will be taken and followed a set of recommended practices for alternative educational programs. The relevancy of the theories of thoughts will be tested in a case study of an alternative program offered by a community non-profit youth agency. Many comparative study of street children in Jakarta, has led to a synergy between theory and method. Although the basic approach adopted is symbolic interaction, taken a diversity of theories informs a variety of methods. The methods allows a high degree of reliability in qualitative research that aims to explore children's own perspectives.

In this case, the researchers believe, that by using a clear and simple definition we can better understand their characteristics, their families of origin, the different paths boys and girls take from leaving home to

being fully engaged in street life, their unique developmental stages, and the effects of culture. When the researchers prefer to choose the street children in this research, they focus to those, who come from the developing world and homeless youth who come from the developed world. This research point out the response of non-government organisations, like Rumah Singgah to those, seen as street children provides a relevant corpus of knowledge.

This article sees directly the huger problems faced by children living on the street, working in the street, or both. There are really two very different groups facing this problem: older children (teenagres) and younger children (5 to 10). The older children consider few alternatives for living on the street or for improving the conditions and prospects for children working in the street are evidence. Living alternatives are largely limited to sleeping at public area or shipping children off to orphanages taken care by religious groups. Shelter Home, like rumah singgah should be managed by the government and the private sector. The cooperation between the government and the private sector the key to success in solving the problem of street children. following explanation: 'The existence of shelter home, Rumah singgah, need to be optimized handling his role as the spearhead of street children and vagabond. In researching it, there needs revitalization efforts. As the internal aspect, the shelter home, like Rumah singgah need to make improvements in handling model street children and vagabond. While the external aspect, the role of government and private sector should be encouraged so that shelter home can continue to exist.

Rumah Singgah has identified a long list of technical assistance needs in this area of programming. Those needs are aimed mostly at children and vagabond. Although the list is well thought out, the issues are complex, and it will likely be difficult to find creative solutions and to implement those new strategies, such as alternative living

arrangements and effective vocational training for older children, within the limited time frame and budgetary constraints of this project. In the context of Education, Rumah Singgah Akur Kurnia is a kind of the implementation of education for the street children through the government's nine years programme, constitutes as the one of the efforts aimed at attaining the Rumah Singgah principles, where one of the strategies is by bringing classes to the children not able to attend the formal schools.

The aim of this research, is to evaluate the program of street children resocialization in Rumah Singgah all around Jakarta, DKI Jakarta province, Indonesia from input, process and product aspects. The data of this research are taking in "Rumah Singgah Akur Kurnia". Rumah Singgah Akur Kurnia provides education not only for street children, but also vagabonds. It is call PKBM (Pusat Kegiatan Belajar Masyarakat). It means PKBM is needed to serve local community with education activities, centered in one easily known place where all the process of study results are controllable. PKBM must interact and build motivation to those to have higher education and skills. In this research, the researchers aim to use some theories, especially, the thoery, provides and connects to children's psychology and motivation in having better education. By surveying the past researches related to the researarch, relating a historical perspective takes place. In this manner, this research is able to reflect, to compare, to learn from setbacks, and to produce a stronger and more efficient research. Based on tjose, the researchers would indentified some problems, as folloes:1). How is the process of implementation of street children resocialization in Rumah Singgah? 2). How does implementation of street children resocialization in Rumah Singgah reach its goal from the organizers', facilitators' and street children' perspective? 3). What is the social characteristics of the street children?

Referring to the identification of the research, the researchers limits the study only

about the implematation, how rumah singgah Akur Kurnia as PKBM build the motovation to street children and vagabond to reach a better life, by having good education, although they do not take it in formal school. Moreover, based on the formulation of the research stated above, aim of the research are : first, constructing children's attitude and behaviour according to the prevailed norm and values in Commmunity. Second, it concern in building theirmotivation to have good education. I addition, yhe researchers point out the research urgency on analyzing how the street children get their motivation to reach higher education, considering their life style on the street. The researchers hope that this research would give implimentation to next researcher, helping them to build their motivasion. The answers are to provide some importants information and things about those children motivation especially in educational terms. Here, based on the script children's psychology and motivation.there are some steps to go to the research as follows: a. Going to Rumah Singgah Akur Kurnia. b. Making survey. c. Analysing the survey. Over all, in fact, this research aim to show that researching novels, or any other literary works can not only tell about intrinsic research, but the research can also find out the other enviorment, like finding psychologically motivation in the text survey

THEORY AND METHOD

This chapter constitutes some theories, related to the students' motivation in choosing subject which become the focus of this research. It contains the review of related study or calls the previous study. Some previous study studies related to this research are also discussed. Another, it consists of some theories strengthening the problem discussed here. Firstly, this research would give a little explanation about children psychology. This chapter reviews the related, about the area of research. The manner of review includes first, discovering where the research is coming from. Secondly, it is

identifying the extent of research, regarding the topic. Third is exploring the mainstream of the research. This chapter provides the necessary backbone and support in order for the research to stand acceptable.

Street Children Definition

Defining street children is a difficult case to resolve. The term 'street children' in Jakarta become horrible, because they usually come from under the age of 10, who either live or make a living on the streets. This statement is similar with the statement from the expert Chetty (1997), implies that "street children are those who have abandoned or have been abandoned by their families, schools and immediate communities before they are eighteen years of age and drifted into nomadic street life" (22). According to him, Every street child has a particular reason for entering the street life, many of those are deceived by the promise of excitement and liberty. The majority is pushed to the street by the desperation and realization that they have nowhere else to stay.

Another definition refers to street children problem, comes from Schurink, who defines street children as any boy or girl between the age of 0 to 18 years to live on the street permanently or temporarily. These children spend most of their time unsupervised by an adult and therefore develop a tendency to depend upon each other. Based on those two expert statements, the street children can be divided to be three elements, as follows: The children spend a significant time on the street. The other one is, they are protected, supervised by responsible adults, to feed those. The second one is the most horrible things as street children.

The Lack of Love Children

Generally, Every children need to be loved, especially from their parents. Those street children has won a lot of sympathy from many people. Many critics have made social analyses of their lack of love. Some of them argue that the lower status of those, is

responsible for their failure in fulfilling their love. This "lack" situation will be researched, based on Psychological theory from Jacques Lacan. One main contribution to psychoanalytic thought lies in his theory of three registers. He analyzes the psychological development of from infant to adult and presents three concepts: need, demand and desire that roughly correspond to 3 phases of development, or 3 fields in which humans develop—the Real, the Imaginary, and the Symbolic. The Real. The Real, as the phase of need, lasts from birth till somewhere between 6 and 18. In this phase the infant is something inseparable from its mother. Driven by NEED, it needs food, comfort/safety, or to be changed, etc., all of which can be satisfied by an object. The real is the state of "nature," which has to be broken up in order for culture to be formed. The Imaginary. When between 6 and 18 months old, the baby starts to be able to distinguish between its body and everything else in the world. The awareness of separation, or the fact of otherness, creates a sense of loss. The baby then demands a reunion, a return to that original sense of fullness that it had in the Real. At this point, the baby shifts from having needs to having DEMANDS, which is always for recognition or love from others.

This is where Lacan's MIRROR STAGE happens. What the child anticipates is a sense of self as a unified separate whole. Eventually, this entity the child sees in the mirror is a whole being, which is designated by the word "I" or the subject. By doing this, according to Lacan, the baby imagines a self that has no lack, no notion of absence or incompleteness. The Symbolic. At some point that the child moves "from insufficiency to anticipation" (Lacan, 1977) in the mirror, he gets the sense of "other" and the concept of self, a concept which relies on one's misidentification with this image of an other. The "little other" illustrates for the child the idea of lack, of loss, of absence, which form the structures of symbolic order. So, in the Symbolic, there is a structure (or structuring

principle) of Otherness, and a structuring principle of Lack, which is the gateway to the Symbolic order. In the Symbolic order, the Other (capital O) is a structural position that everyone is trying to get to, to merge with, in order to get rid of the separation between "self" and "other." But, as the position of center, the Other can't be merged with. So the position of the Other creates and sustains a ever-ending Lack, which Lacan calls desire (56).

By definition, desire can never be fulfilled. Lacan further gives an idea of the unconscious which is "structured like and produced by language at the point of the subject's entry into the Symbolic Order" (58). Thus, the Lacanian subject becomes a subject with two parts/aspects: consciousness or ego and the unconscious, the latter of which is "the discourse of the Other" and the home of the subject [60].

Based on Lacan's psychological theory, those street children the need of love to be unified with their parents, which is created through motivation to get a better education and finally caught up or lost in cultural ideologies. In this sense, the lack of love is valuable, for it is the premise for those to enter the symbolic world, which is also called the reality, and, more significantly. Indeed, the lives of the so called 'street children' in Jakarta and in other countries, cry out for attention from researchers, especially their seeing their psychological to build their motivation to get a better life.. However, the new social research of childhood does not represent single coherent theoretical approaches which will help to interpret the action and behavior of the street children. It is necessary to apply symbolic interactionism that could apply to define and explain some action of the children.

In the process questioning and listening involves the interpretations of the meaning and action. Interpretations are necessary because we are moving into the subjective world of the respondents. Indeed, researchers from the positivism and post-positivism

paradigms cite this epistemological subjectivity as the main weakness of the critical theory and constructivism paradigms, yet this still constitutes acceptable knowledge in these more qualitative research fields (Guba & Lincoln 1994) state that in such subjectivist epistemology, "The researcher and the object of researching are assumed to be interactively linked so that the findings are literally created as the investigation proceeds" (111)

Children Motivation

Jean Piaget's (b. 1896) in (Mooney 2000) explained that:

interests from social interaction to internal interpretation and studied the methods by which children create knowledge. Trained as an epistemologist, he theorized that the children learn by interacting with the environment and construct knowledge by "giving meaning to people, places, and things in their world" (45)

The design of this study is a descriptive qualitative. It is a qualitative in nature, trying to explain and describe and analyze data, which are displayed in the form of field-notes. Qualitative research is a type of science research. An expert Steinmetz (1991) in Padgett (2008) "A trustworthy study is one that is carried out fairly and ethically and whose findings represent as closely as possible the experiences of the respondents". Strengthening the qualitative method information, according to Baron and Kenny (1986), a moderator is "a qualitative (e.g., sex, race, class) or quantitative (e.g., level of reward) variable that affects the direction and/or strength of the relation between an independent or predictor variable and a dependent or criterion variable" (p. 1174). Baron and Kenny proposed that a moderator effect could be represented by an interaction in an analysis of variance. The report presented in the present paper is based on interview sessions involving 14 street children located in Jakarta. These children include five boys and five girls. These boys were the new recruited of "Rumah Singgah Akur Kurnia", former street children.

The determination of the target population and distribution is based on data obtained by the Rumah Singgah Akur Kurnia. The data is taken in 2017, about cities with a large number of street children in Indonesia. The samples were taken based on sampling design which considered areas of the capital city of Indonesia.

RESULT AND DISCUSSION

The most conspicuous symbols of poverty is the growing presence of children on the street: children making a living by scavenging and soliciting, while their peers are in school. They are often part of the urban scene in developing countries. They represent as marginalized and vulnerable society. Children on the street are now being recognized as a social problem of urgent attention in a big city, like Jakarta. Focusing on street children can lead agencies, like Rumah Singgah to overlook or ignore the much larger problem of urban-and rural-poverty. For Lane (1998, p. 18), however, the distinction between "those that are at greatest risk of taking to street life and those who live in poverty is central to effective prevention strategies": not all disadvantaged children take to the streets, and those who do are most likely to slip through the nets of broad-based community interventions

The concept of this education implementation model for the street children has been developed with a focus to the education principles in the present time in relation to the Rumah Singgah Akur Kurnia. In the context of education for Rumah Singgah, the implementation for giving education for the street children through the government's nine (9) years' programme is one of the efforts aimed at attaining Rumah Singgah Akur Kurnia teachers, where one of the strategies is by bringing classes to the children not able to attend the formal schools. More so if viewed inline with the materials to be provided, this can be developed into an alternative school where by it is the school which is sensitive and aware of the children's

needs and not the children being forced to abide by the school rules and regulations of the institution.

Regarding the word motivation, it is a key psycho behaviour element in education and plays a very important role in the success and enjoyment of the students' learning process. There are many factors that influence motivation. This part explores motivational theories of education and focuses on the aspects of motivation which are the result of social and cultural factors (sociocultural theories of motivation. These factors include the norms for behaviour that family, relatives, peers and the society communicate and encourage students, especially the street children for better educational achievements.

Analyzing Akur Kurnia shelter house, they provide the open school program is an initiative developed by the National Department of Education specifically for people from poor backgrounds. The course is made available at an almost free rate, making education finally affordable for many students from poor families. Those volunteers believe that through the student paying a small contribution towards their own education, they will be more motivated to succeed. There are 3 levels offered: Packet A, it is for Elementary School level / Packet B for Junior High School level for and Packet C High School level. Rumah Singgah Akur Kurnia also offers students the chance to learn skills that will be of practical importance for them in finding long-term meaningful employment. Both courses range from basic to advance level. The provision of programme guidelines and standards, capacity-building through pre-service and in-service training of service providers, supervision and provision of technical support, monitoring and reporting on programme implementation are among the most important means programme quality

Considering street children motivation to have education, the researchers pay more attention to it. Sometimes motivation is easy. While a task is fun and interesting, trying hard feels effortless. In building children

motivation in general, teachers or parents should muster intrinsic motivation by turning have-to-do learning tasks into fun-to-do activities. Lets say, when children's motivation is down, teachers should offer an interesting rewards to get kids moving. Nevertheless, in street children case is quite different. The lack motivation of those street children spared to be two factors. The internal factors contributing to the existence of street children include the following; limited motivation to attend school and feel better while on the street, which means free to do any thing. The external factor is; poverty. It means they are not being able to pay tuition and the high costs of living. This statement is provided by Setyanti, (2012) implied that:

Low motivation in the street children is not only due to economical factor, but also influenced by other factors, such as neighborhood environment, resignation on the circumstances, intention to gain a better life, and belief of high-cost educational enrollment they cannot afford it

Connecting to street children in Akur Kurnia, the teachers try so hard to make those feel confident. Those teachers believe that the lack of their motivation can be decreased by giving deep attention. Those teachers in Akur Kurnia to do a symbolic interaction to attract their motivation. Those teachers would work so hard to maintain their psychological and their thought, that the higher education can make a better life. This activity provide, by considering that street children are children who are at a certain level do not have a solid mental emotional constructions yet, while at the same time, have to deal with a tough street world, competitive, and tends to affect negatively the formation and development of the child's personality.

Researching evidence from research in a big city, like Jakarta has demonstrated the positive impact of Rumah Singgah programmes on school performance and completion. Children who participate in Rumah Singgah programmes are better prepared for school, learn and perform much

better than children who did not have any access to Rumah Singgah programme. So ensuring and expanding children's participation in the programmes, might reduce these high repetition and drop-out rates. In a way, the high rates of school repetition and drop-out at the primary school levels serve as "negative indicators". They can also be considered as indicators of the effects of children's "non-participation" or of the lack of access to Rumah Singgah programmes that directly benefit the children by providing them with experiences and supplementary feeding or through parent education that improves childcare practices. Street children programmes should be sensitive to characteristics of street children themselves whose living pattern is distinct from other children in general. the Indonesian Concerning this, Rumah Singgah method allows children the freedom to determine their school hours and decide when they feel ready to take exams.

The thought is more highly qualified teachers will be able to provide better quality of care and facilitate young children's learning. This is one way of assessing how qualified the staffs of a particular Rumah Singgah programme with the end in view of studying the implications for capacity building to meet the requirements or develop competencies. However, precautions are necessary when applying this indicator, particularly in the case of countries like Indonesia and others in the region where for years, the Rumah Singgah programmes have been built largely on volunteer Rumah Singgah workers. In general, a comparison of Rumah Singgah teachers or caregivers' qualifications to determine who consider as the better will always include additional points for the teacher or caregiver who can show proof of the completion of formal academic as follows: a degree in early childhood education or the completion of a certificate course in Early Childhood Care and Development. It is also important to keep in mind that formal qualifications will not automatically guarantee that an individual will be an effective and competent teacher or

caregiver for young children. Therefore, those teachers have enough patience to face those children, who get the lack of motivation.

Talking about the lack of motivation of children in street, their passion builds up to earn money and get free life. Therefore, when Rumah Singgah come to ask them to take educational scene, many of them do not pay attention or give good responses. Moreover, it can be told that children are motivated related directly to the child's image. If a child's parents love them, and often tell them that they are proud of the child, the child will inevitably see his/herself as a decent person. So, in brief, the researchers would connect that the lack of motivation to study has deep relation to the lack of love that they get. This statement can be provided in Piaget, an educational psychologist, re-quoted in Polasky (1980): "If they see themselves as a good person, their actions will typically reflect these feelings and more often than not they will be kind towards others. On the other hand, if a child is neglected by his/her parents or they are often told how they are wrong or criticize all of their faults, the child is typically less likely to have a positive self-image" (37). This statement can be considered as a proof, related with statement about internal aspect of motivation.

Researching street children's motivation deeper, in fact, the lack of motivation of those children are not only come from internal aspect, but also external aspect. In this research, the researchers think that the external aspect, like reward or play in the class room, might build those street children's motivation to continue their education. This is bravely stated based on Vygotsky's theory. Vygotsky (1978) argues that people learn through interaction with others and it is this interaction that teaches people. In order to learn new knowledge people need to scaffold their learning by interacting with and learning from others who are more knowledgeable than them. A student's current learning level is able to be expanded through interaction with others in a social setting (43)

Based on his theory, it might be explained that teaching children should use different techniques, because children, especially street children should simply learn what there is to learn, and motivation will begin to come naturally to them. Play can be a powerful tool with this, because it is a social exercise. Besides the school environment (play and reward), relating to Vygotsky's theory, the researchers found that it is evident that collective learning is more appropriate than individualised theories for learning. The environment is crucial for the learner because it stimulates the student to develop as well as encouraging them to learn more through interaction with other students, their teacher, family, friends and relatives. Therefore, it is no wonder, if those street children have the lack of motivation.

CONCLUSION

After analysing the motivation of street children to have a better education in Rumah Singgah Akur Kurnia, the researchers can be told briefly that the lack of motivation of those street children, caused by internal and external aspect. It can be concluded that teacher's characteristics really play a great role in motivating the street children. Teachers whose teaching experience is long develop close relationship with children which in itself are a motivating factor to the children. Those teachers use a more teacher centered learning method. It can also be concluded that teachers who have positive attitude towards the English language encourage their children to perform better in the subject. This statement will be related to the first question in identical problem.

Then, the education approach has been poorly received in Jakarta as the capital city, due to lack of resources and a negative perception of formal education by street children. The Rumah Singgah Akur Kurnia has managed to overcome the problem of overcrowded classrooms and poor resources in an original way, by educating children as teachers, who are then sent out to remote areas and slum quarters to teach. This

statement is under-go that Many street children in Jakarta, have dropped out of school or have never attended school at all, forced to work in order to support their families. Vocational training has the advantage of producing immediate results and satisfaction, and in a poverty-ridden big city such as Jakarta.

Finaaly, after researching the lack motivation of those street children, the researchers hope that it might affect to another researchers to show that those street children have the same to other children.

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