



Skill Training Model in Increasing Competence of Street Children (Case Study in Depok Town)

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Authors' contributions

This work was carried out in collaboration between all authors. Author Murhadi designed the study, performed the statistical analysis and managed the literature searches. Authors FSW and KW managed the analysis of study and wrote the protocol and the first draft of the manuscript. All authors read and approved the final manuscript.

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ABSTRACT

Aims: (1) To obtain a picture of the skills training conducted by the Social Affairs and Manager of Street Children in Depok Town, (2) To figure out the implementation of the model of skills training in enhancing the competence of street children, (3) To evaluate the training model.

Study Design: Case Study.

Place and Duration of Study: Depok Town, West Java, Indonesia, between June until November 2017.

Methodology: We included 30 respondents of Street Children (24 men, 6 women; age range 12-23 years) with in-depth interviews with related offices, manager of street children and companies in the local area.

Results: (1) The model consists of Managers of Street Children at Sekolah Master as the venue for the training program as well as the education and training of street children, Street Children as the main object in this study and Donors or Community as training program providers and funders; (2) The implementation involves choosing a training that is preferred by street children, the results of the training have a direct impact towards skills, as resource for working, the training is provided

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directly by trainers from company through simulation and practice at workplace or in place which has been provided and equipped with tools and materials needed, training materials tailored to the the competencies required by the company; (3) The evaluation of training model implemented is training should provided the competencies needed by company.

Conclusion: (1) The manager of street children at Sekolah Master has conducted periodical guidance to street children through skill training; (2) The manager of street children at Sekolah Master walk to pull through coaching, education and coaching spirituality and in fostering constrained to support the completeness of equipment, facilities, and funding support; (3) Various of training has been given to street children in order that they will have the better of life.

Keywords: Street children; training model; Sekolah Master; skills.

1. INTRODUCTION

The development of street children in Depok is a complex social issue. Life became street children is not a fun option, because they are in uncomfortable condition and dangerous, and their whereabouts are rarely a "problem" for many individuals, families, community, and countries. However, concern for the fate of street children does not seem so big, and there are no appropriate solutions to address the street children. Furthermore, to overcome that problems, it had been passed by the Law of Child Protection, namely Law No. 23 of 2002 which aims to ensure the fulfillment of the rights of children, in order to live grow and develop optimally participate in accordance with the dignity and dignity of humanity and get protection from violence and discrimination, with the realization of quality Indonesian children, healthy, smart, noble and prosperous. In the research, researchers conducted a survey in Depok, in this case in Sekolah Master or the Manager of Street Children in Depok inadequate and recruit street children who roam the streets and poor children to be fostered, given training and education, as one of the institutions whose role is to overcome street children to live more worthy and have a bright future. Guidance used is guidance about relating to religious morality, the moral, confidence. And education field of street children to improve their education for elementary, middle and high school and training services so that children have a stock way to work. While the implementation of the guidance, education, and training was raised by Manager Street Children and the volunteers as a teacher, trainer, community and donors and the Sekolah Master and Manager of Children Street have a lot of graduated participants to succeed in life and the alumni partially fossilized in the coaching process Street children. The problems of its implementation are lack of funding and equipment. Support from government, donors,

community, and volunteers to keep the activity running smoothly. This study aimed to the following: (1) To know the description of Social Affairs and Manager of Street Children to handle the problem of street children (2) To describe the coaching programs and training for street children (3) The Social Service has limited human resources with competence in the field of non-formal education, and social work, as is the case with the managers of street children. In this case, it is necessary to pay attention to all elements of the community contributing in overcoming social problems especially street children, abandoned children and poor children. However, the several research issues in this research are to identify how an idea of the skills training and the Manager of Street Children in Depok City? and to analyze how to implement skills training model in improving the competence of street children to get a job?

2. MATERIALS AND METHODOLOGY

Training is a part of education concerning the learning process to acquire and improve skills outside the educational system that apply in a relatively short time and with methods that prioritize practice rather than theory. The statement suggests that the training activities as educational efforts in a narrow sense, mainly done by way of instruction, practice and discipline [1].

Meanwhile, the purpose of training in an effort to improve and develop the attitudes, behavior and knowledge, in accordance with the wishes of individuals and institutions concerned. Thus training is intended in a broader sense and is not limited solely to developing skills and guidance [2].

In contrast to training is an urgent individual development lesson because of current needs, the assumption that the fulfillment of individual

needs to achieve a level of satisfaction over a particular work requires the knowledge and skills of the individual itself, either in starting or developing a particular activity. Based on existing training models, known as The Critical Event Model (CEM) or called an open model whose steps look more detailed and specific. In this model not all variable can be identified or defined at the time of designing the training program, but at each step is always evaluated in reverse. The model developed by Nadler starts from: (1) determining the needs of the organization, (2) determining the task implementation specifications, (3) determining the learning needs, (4) formulating the goals, (5) determining the curriculum, (6) choosing the learning strategy, (7) get the source of learning, and (8) carry out the training that has been implemented, whether it still needs to be repaired or indeed is in accordance with the goals desired by the organization [3].

Three stages or phases, containing the steps of developing a training program, eight training steps are: (1) the stage of assessment of needs and resources for training; (2) identify training objectives; (3) preparing criteria, (4) pre-test of the apprentice, (5) selecting the techniques and principles of the learning process; (6) conducting training; (7) monitoring training; and (8) compare the training results against the criteria used [4].

Problems evaluated, there are at least four categories of issues that need to be evaluated from a training program: context, input, process and product [5].

On the basis of that category, the evaluation approach is known as CIPP. Context issues relate to the formulation of training objectives and how to determine them, in relation to suitability needs, training strategies and training techniques. The input problem is related to the utilization of resources, facilities and learning resources (trainers) [6].

The basic principle of training is learning which can be interpreted as "any systematic and deliberate effort by educators to create conditions for learners to learn" (Sudjana, 2000). In this activity there is an educational interaction between two parties, that is between participants who do learning activities with educators who conduct learning activities. Sudjana (2000: 66) suggests that the main cirri of adult learning residents are: (a) self-concept, (b), life experience; (c) learning orientation; (d) knowledge needs, and (e) motivation. The

principles of learning for adults, include: (a) learning is done in small groups; (b) larger to learners during learning activities; (c) group leadership is played by learners; (d) the educator acts as a facilitator; (e) the process of learning activities takes place in a democratic manner; (f) the unity of views and steps between learners and educators in achieving the objectives; (g) using methods and learning techniques that may elicit participants' confidence; and (h) the ultimate aim of improving the social, economic or political status of learners in society [7].

Competence is defined that "to criterion referenced effective and superior performance in so job situations. Each competency requires a thorough development of critical thinking and reflective practice that will build up some knowledge and life-giving for humans [8].

Some aspect or sphere contained in the concept of competence as follows: (1) knowledge (knowledge): namely in the field of cognitive awareness; (2) understanding: the individual's cognitive and affective depth, (3) skill, is something that the individual has to perform the task or work assigned to him; (4) Values: are a standard of behavior that has been believed and psychologically integrated into a person; (5) attitude (attitude): the feeling of joy dislike, likes dislike or reaction to something stimuli coming from outside, (6) Interest: is the tendency of a person to do an action [9].

Method of problem solving based on trial approach and error through concept testing stage, concept application, evaluation and target. On the implementation of research study implementation of skills training model to improve the competence of street children to get the job done, as one solution to the government in minimizing the growth rate of street children and children in conflict. The skills training models involving multiple parties such as government, manager of street children and company in the local area. Of course the manager of street children in collaboration with the community and company that the results of the training had a positive impact and as a solution to social problems. Then it will be studied as well the training that has been undertaken previously and compared with skills training development model that will be implemented. Then conduct and evaluate the implementation of the model implementation training model.

Data collection was conducted through in-depth interviews with related offices, manager of street

children and companies in the local area. They will also be held a seminar or discussion forum to provide input to the model implemented skills training, so this model perusal for company in conducting the training. In this research using the five steps of research and development studies, namely (1) The preliminary study, this step includes the study of literature and limited survey; (2) the development of conceptual models, (3) the implementation of the model (field trial), and (4) a final model recommended [10].

3. RESULTS AND DISCUSSION

3.1 Overview of Research Location

Research location is in Depok as multi-located test and Tangerang south as the main location. There are several basic considerations and academic reasons selected Depok City as the location of research on the effectiveness of skills training model in improving the competence for street children to get a job, namely; The Manager of Street Children has a program of coaching, education and training for street children who are managed by the Sekolah Master. The Manager of Street Children who assist the training activities and places where street children gather to follow the coaching program, formal education

and training. And many of the alumni who have succeeded the program.

In management of street children, there are three parts involved as in the picture is brought below:

The description of the model as follows:

- a. Manager of Street Children at Sekolah Master as the venue for the training program as well as the education and training of street children
- b. Street children are the main object as in this research
- c. Donors / Community is a training program providers and funder in coaching and training of street children.

3.2 Profile of Street Children

3.2.1 Gender

From the Table 1 street children in the Depok City of male sex trends with the number 80% of the total population of 30 in the survey by researchers. From the results of the survey that the tendency that men have the freedom and courage strong to live on the street gathered with fellow friends doing activity begging, singing and spending time on the street.

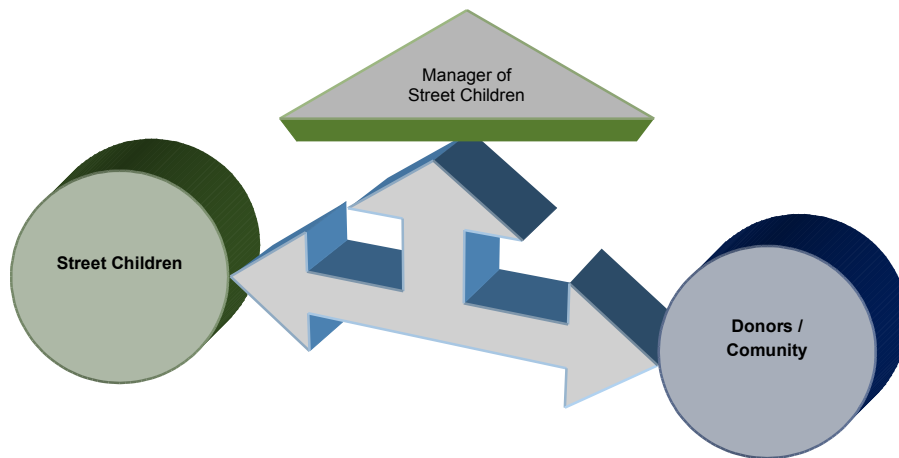


Fig. 1. Schematic of research location

Table 1. Street children by sex

Gender	Amount	Percentage
Man	24	80%
Woman	6	20%
Total	30	100%

Source: Research data of 2017

3.2.2 Age

From the Table 2 the average age of street children is dominated between 16 - 19 years amounted to 33% of the survey results, where the position of street children's age requires identity, if one associate will follow the association that is not bad. So in this case an

effective coaching and training is one of the solutions to overcome the problems of street children.

Table 2. Street children by age

Age	Amount		Percentage
	Man	Woman	
12 - 17 Years	5	3	27%
13 - 15 Years	5	3	27%
16 - 19 Years	10	0	33%
20 - 23 Years	4	0	13%
Total	24	6	100%

Source: Research data of 2017

3.2.3 Education

From the Table 3, the level of street children's education is SMA 33%, where the economy of street children's family need big fund in education cost, this is cause children to help fulfill requirement of school that is by begging in street. Solutions to overcome the problems of street children need to be given skill provisions for working capital, so do not move on the streets.

Table 3. Street children by education

Education	Amount		Percentage
	Man	Woman	
Elementary	5	3	27%
Junior High	5	3	27%
Senior High	10	0	33%
Uneducated	4	0	13%
Total	24	6	100%

Source: Research data of 2017

3.3 Type of Training

The Table 4 describes the types of training desired by street children for working capital. From the survey results of shopkeepers most in demand by street children who may not need the knowledge and skills for this job. In this study the researchers aimed at how street children have the skills and competencies in life so easy to get a job.

3.4 Condition of Street Children

Here are many factors that cause street children to do activities on the road to get money. The factors causing street children are:

a. Economics:

Factors their parents' financial circumstances of deprivation for economically self-sufficient, like to

eat a day - day, school fees and other living expenses.

b. Influenced by others:

From interviews with Manager of Street Children, a street child invited or influenced by his friends who are not in school because of dropping out or as playmates in the day-to-day activities, so it would be street children and at the same time trying to make money on the streets. With approaches between friends so that the population of street children increased.

c. Violence at home:

The emergence of street children is caused by parents violence in educating their children, so the child does not feel at home because of the pressures of the parents.

d. Parental divorce:

The cause of being a street child because the child took the initiative to make money on the streets for wanting to petrify the economic life of his mother or his family.

e. Not able to cope with a sense of inferiority:

Sense of inferior because of social status, feeling inferior to the environment and his friends are located, thus causing the child into street children.

f. Kidnapped / taken by force:

Forced by certain elements to be exploited by a person to seek the benefit of the street child.

3.5 Coaching of Street Children

The construction of street children in Depok is done by Manager of Street Children at Sekolah Master on an ongoing basis with the aim of changing the mindset of street children to live a mindset or character of the street children are unruly and turned into a child full of optimism. So far the development has been done is guidance on the religious, moral and the moral behavior or street children. And the provision of English language knowledge, learning general knowledge and formal education for elementary, junior high and high school.

Religious guidance directing street children in order to know himself, and coaching activities guided by volunteers with the status of students,

teachers, lectures from universities, trainers and donors from the community. Manager of Street Children at Sekolah Master as a place and facilitator, as a builder and motivator in these activities.

The purpose of conducting religious field development is to give influence and confidence, morals and behavior in everyday. To provide convenience, security and sustainability in the development process for the street children needed their facilities, equipment and financial support from donors, community and the Government.

As for the street children management scheme with the following activities:

Information:

- a. Government as the supervisor of non-governmental organizations

- b. Direct assistance from the government to the Manager of Street Children
- c. Aid donors are directed to the business as a street child and implementing coaching.

From the research, the researchers provide an overview follows:

- a. That the program of coaching and education on street children is carried out professionally and continuously by the Manager of Street Children and can foster the trust and motivation to street children to live better life change.
- b. The coaching program can reduce the growth rate and the sending of street children
- c. In order for the implementation of coaching and education to run smoothly, attention is needed to governments, communities and donors in support of funding and operational equipment in these activities.

Table 4. Survey by preferred type of training

Rating	Value	Field	Material 1	Material 2
1	111	Shopkeeper	Basic Akt	Inventory
2	102	Cook	study cooking	making cake
3	102	Restaurant	serve food	set up equipment
4	102	Workshop	knowledge of motor engine	knowledge of car engines
5	98	Sewing	sewing	sewing clothes
6	96	S alon	Cut	Bun
7	80	Audio	Take a picture	sound system
8	80	Service HP	service HP	counter HP
9	78	Paint	Learn to paint	ability to draw

Source: Research Data of 2017

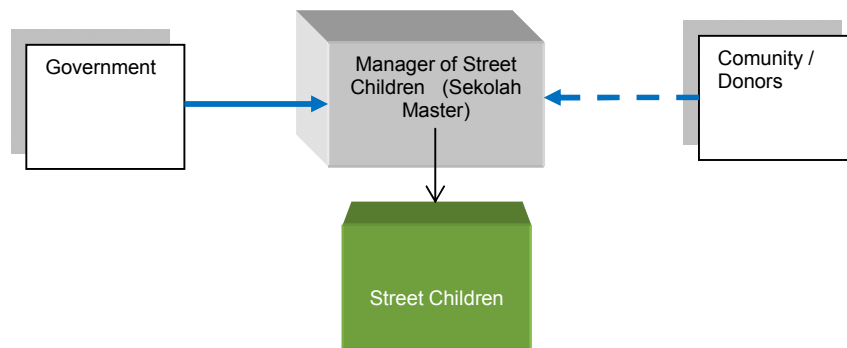


Fig. 2. Street children management scheme

3.6 Skills Training

The Manager of Street Children at Sekolah Master provides training to street children, periodically. The purpose of the training is for

street children to have skills, and this activity is allowed by street children do not return to the street doing activities of singing, begging and gathering in the streets.

Retained Earnings training is conducted periodically by the Manager of Street Children supported by donors, community and volunteers. Trainees who are sheltered by a group of street children being trained at Sekolah Master are given training, especially for children and adolescents can reduce potential problems with social welfare problems. Therefore, the main problem of PMKS is always related to the economy. Owned and skills in this training will be implemented in the workplace to help boost the economy of the family.

3.7 Skills Training Model for Increasing Competence

Based on the above issues, the researchers conducted skills training in multi-location trials are in Depok and South Tangerang prime location and examine how the influence the effectiveness of the training that has been done to improve the competency skills in street children.

Can be describing that the implementation of skills training model to improve the competence as follows:

- a. Choosing a training that is liked by street children and young is done
- b. The results of the training have a direct impact on skills, as capital for work
- c. The training is provided directly by trainers from company through simulation and practice at work place or in place which has been provided and equipped with equipment and materials needed
- d. Training materials tailored to the competencies required by the company at the office.

The method is performed in the implementation of The Manager of Street Children training is to involve businesses in this regard as the organizer by Manager of Street Children in collaboration with company around Depok City. Training can be guided by trainers or employees of companies, so that the skills possessed by the trainees what is needed in the workplace. In this case the company provides his CSR program is in the form of working capital and recruits qualified trainees. So the outcome of the training provides a solution to the problem of street children or social problem children.

Steps to be taken are:

- a. This approach to Manager of Street Children:

Social Services, by providing or providing support to the Manager of Street Children on funding, equipment and other forms of support. The briefing required by street children based on research result that are:

- 1) Management
- 2) Leadership
- 3) Physiology of applied children
- 4) Other skills

b. The approach to street children, namely:

- 1) Collecting data about the age of street children,
- 2) Educational background,
- 3) Background about their lives
- 4) Provide enlightenment and motivation

In this study, researchers conducted skills training of service mobile phone are conducted through cooperation with Manager of Street Children and trainer of entrepreneurs. Why is the training chosen is the skill of mobile phone service because nowadays the development of mobile phone is very fast and of course the skill is needed. And trainees can work at the counter for mobile phones.

Implementation of the training is done with the following skills training model are:

- a. The selected material is basic material hand phone repair both software and hardware.
- b. The length of time the training is adapted to the basic competencies that the technician must have in fixing the hand phone
- c. Guided by an experienced trainer in the service hand phone from company

4. CONCLUSION

The Manager of Street Children from Sekolah Master have conducted regular training and training for street children, this program is one of them supported by donors and volunteers in the implementation of skills training. And the purpose of this program is one of the efforts that have been done to solve the problems on street children. In this study concluded as follows:

- a. The Manager of Streen Children at Sekolah Master has conducted periodical

- guidance to street children through skill training.
- b. The Manager of Street Children at Sekolah Master walk to pull through coaching, education and coaching spirituality, and in fostering constrained to support the completeness of equipment, facilities and funding support
 - c. Various of Training has been given to street children to solve social problems, especially street children in the hope of street children has an activity that can change the better of lifestyle
 - d. In this research, the researcher want to know the implementation of skills training model of street children, that is changing the training methods that have been on the run, this model is not just training but also "the competencies needed by company".

ETHICAL APPROVAL

As per international standard or university standard written ethical approval has been collected and preserved by the authors.

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COMPETING INTERESTS

Authors have declared that no competing interests exist.

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