

Early Detection of Conditions And Skill Street Children* In The District Malang-East Java As An Alternative Life Skills Training Model Of “Cor”

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ABSTRACT: This study aims to find a variety of skills interests of street children in Malang area. Various skills possessed it as an ingredient to empower those who use the analysis model "Chain of Response", hereinafter abbreviated COR. This study was designed to study a case study conducted in the area of Malang, East Java. This research was conducted by survey method. Data collection is done inductively and are "naturally" by observation, documentation studies and interviews. Data analysis was performed using the percentage table, case by case, and between cases. The results showed that street children are mostly children aged 9 years of basic education. Generally they do not have the life skills, work on the streets as a busker, was suddenly merchants, beggars, and newsagents. They can be categorized as child labor is the highest risk of work. The most compelling reasons to become street children because it works to help the income of the parents. Because they are positioned as the son of a "poor family". Life skills they want is servicing the motorcycle (automotive), electro, computers, carpentry, tailoring, beauty salon, and cooking. Empowerment desired pattern is a vocational training system module beamed not bound by time, but in line with the wishes and talents of each individual. Thus, street children can still keep working and be able to practice gradually. Such empowerment pattern, in this study, referred to as "empowerment model of COR for street children life skills".

Key words: *street children, training model of COR and life skills training.*

I. INTRODUCTION

Lately, many children enter the labor market, both formal workers and non-formal workers. One form of child worker in the non-formal sector are street children. Therefore, it is time for the government and society as quickly as possible towards their empowerment as nature as children. Lift them out of ignorance and backwardness life skills. As we know that every child should be given the opportunity to participate in education, protection from pressure, and economic exploitation. Thus, the children can live in a safe, peaceful and serene in the family and school environment. To empower them is very important to do a study that led to the development of models of empowerment of street children.

Efforts to alleviate the problems of street children from the various pressure and economic exploitation, return them as nature as children develop naturally, and to not be on the streets. Necessary life skills development strategies so that they can be independent and well-educated. That is, the street children can still work, but it could be the provision of school and life skills. For the development of street children life skills such as analysis COR approach is required, as recommended by Cross (1986).

About Street Children

According to the concept of the United Nations, street children are children who spend time on the road for work, play, or other activities. They live on the streets because of dumped by the family. Generally they worked as peddlers, scavengers, cleaning, child prostitutes and garbage scavengers. They face the risk of traffic accidents, extortion, and other violence. They are more easily infected with unhealthy habits and culture of the streets, especially free sex and abuse of drugs. Even more worrying, the environment will push them into sexual objects such as sodomy or child prostitution. There is an assumption, synonymous with a criminal street children making it very difficult to get a place in society.

Irwanto (1996) notes that there are currently three types of street children. First, a group of slum children. They have ties or direct contact with family or relatives who live in the slums. Most of their parents work in the informal sector, such as scavengers, shanties, porters, vendors, and others. Second, the urban group of city workers. The children had come to the city with the motivation to earn money to help their families. Their relationships with family or relatives still relatively orderly. Most of them chose *asongan* (selling food) on the

streets. Third, a group of street children of their own accord were in the way the grounds are in harmony in the family. They are the seekers of freedom and independence of life.

Street children in Indonesia are often found in big cities in Indonesia such as Bandung, Jakarta, Surabaya, Semarang, Yogyakarta (Putranto, 1995). In East Java, such as street children are often found in Madiun, Malang and Jember. In Malang is a city of industry, education, and tourism has a special attraction for migration flows street children. It makes increasing child labor and street children. The development of the industrial sector and the informal sector in Malang causing children to work to help the family income. This has encouraged the increasingly high number of children who perform activities on the streets. In Malang, the number of children aged 8-14 years more than 15,000 children, 25% of them have already entered the workforce and half as street children are scattered throughout the city (Central Bureau of Stats, 2000).

There are at least three pressing issues for working children and street children, the long working hours, low wages, occupational risk is very high. The population census of 2000 noted that 21.95% of child workers in urban work between 45-49 hours per week and 22.6% work more than 60 hours per week (Central Bureau of Stats, 2000). The study of child labor in the ceramic industry at Purwakarta and batik industry at Pekalongan shows that child labor wage only half of adult workers. Though the contribution of child labor not only complement in the production process but also an integral part and parcel of the whole production process (Haryadi and Tjandraningsih, 1995). Children who work in the textile industry, paints, children's toys, and shoes are very high risk of health problems. Similarly, children who work in the market, building, lumber mills, and the like are very high risk occupational safety and the work environment less healthy (Thijs, 1994).

Protection and Empowerment of Street Children

Indonesia's child protection indicated in article 34 of Law 1945 of the Republic of Indonesia: that the poor and abandoned children reared State. It is also stated in Law No. 4 of 1979 on child welfare. In order to protect children, including street children, the need for political will from the government in Indonesia that really lives of children are protected right to life (Haryadi, 1998). Efforts to protect children who are "forced" to work, the Minister of Labor issued a ministerial regulation No.01/1987 on the protection of children who are forced to work. These regulations allow children under the age of 14 years who are forced to work to help meet the needs of the family and his own life. The regulation also requires that employers who employ children must meet the following conditions: (1) children are not allowed to work more than four hours per day; (2) children are not employed at night, and; (3) The employer must provide wages in accordance with the regulations prevailing wage.

There are three approaches to tackling the problem of child labor, including street children, ie. the removal (abolitionism), protection (protectionism) and empowerment. If seen standpoint of the interests of children, of these three approaches, the protection and empowerment approach seems more realistic. Both approaches while offering protection and recognition of the rights of a child, both as workers and as street children. The combination of both approaches gave birth to a new perspective on child labor. So the issue is not going back to school, but how to provide protection and empowerment of child workers at their place of work.

In the preparation of an eradication program of street children, should be recognized first of their specificity, whether in camps or in social institutions or in formal schools that have been engineered. Education skills to street children were adequate, if education is carried out in a dorm with educational programs that are well planned and in line with the child's talents. However, it could also street children put into special schools, such as the model "studio schools" or "group learning system package". In other words, the street children should be educated, but they can still work. That is, education is not as studied as a formal school, but education is also a study in non-formal institutions. Education and learning in non-formal institutions were rewarded and equated with formal education in the schools.

Perspective of "Chain of Response Theory" (COR) for Street Children Empowerment

Basically there are two important things related to learning problems associated with this technique COR society, namely: (1) the willingness of the person concerned, and (2) participation related to instructional design. Hypothesis COR suspect that low levels of confidence and the ability to learn each of the study will be able to influence the difficulty in learning new things (Cross, 1986). Further Cross states that matters relating to efforts to increase participation from the students there are six components that can be assembled in the concept of COR. The sixth component was as follows: (1) raising the level of trust, (2) establish an attitude, (3) bring the target with expectations of the study, (4) responses to the transitional period, (5) the opportunity to create and eliminate a variety of disorders that exist, and (6) provision of information.

In an effort to raise the level of trust, Bloom and Glasser noted the failure to administer an education and training is the low participation of learners behavior and performance of data (entry behavior). Likewise, those who are low confidence level will lower the level of participation and success of the study (Fatchan, Amirudin, Utaya, 2012). While the level of confidence associated with the constantly studying past learning

experiences, poverty learning experiences, training programs were conducted, and the background of talents, interests, personality and respect for the learned.

To build the necessary attitudes learners develop personal and attitudes. Furthermore, people's views about the urgent and whether the type of training. According to records Robenson on research in Iowa and California show that respect for the learning outcomes, create a supportive environment, socio-cultural orientation, and the presence of the population will be a positive attitude for the study (Cross, 1986). To build a positive attitude for a training need: the support and participation, respect the interests of the participants, information about job opportunities, and service are communicative and effective.

Efforts to reconcile the goals and expectations of the learning in the learning process intended to create efficiency and effectiveness of the learning process. It required: design based on the desired objectives, the design is based on the interests of society and the learning, revision and implementation of remedial repairs to better learning. Furthermore, it is also necessary evaluation, awards to the study, and the support and participation of the public in the vicinity.

In human life found various levels of the transitional period of life by age bears. Broadly speaking time as follows: (1) The period of very high learning motivation lies in adolescence and adulthood, this period is a teachable moment or time trigger events; (2) The period of difficulty for learning (such as retirement), at this time a person will have difficulty if given the skills (Cross, 1986; Fatchan, Soekamto, and Mustafa, 2015). In this case the street children in the position teachable moment or future event triggers a very high participation in skills training. Moreover, the skills that are designed in line with his wishes.

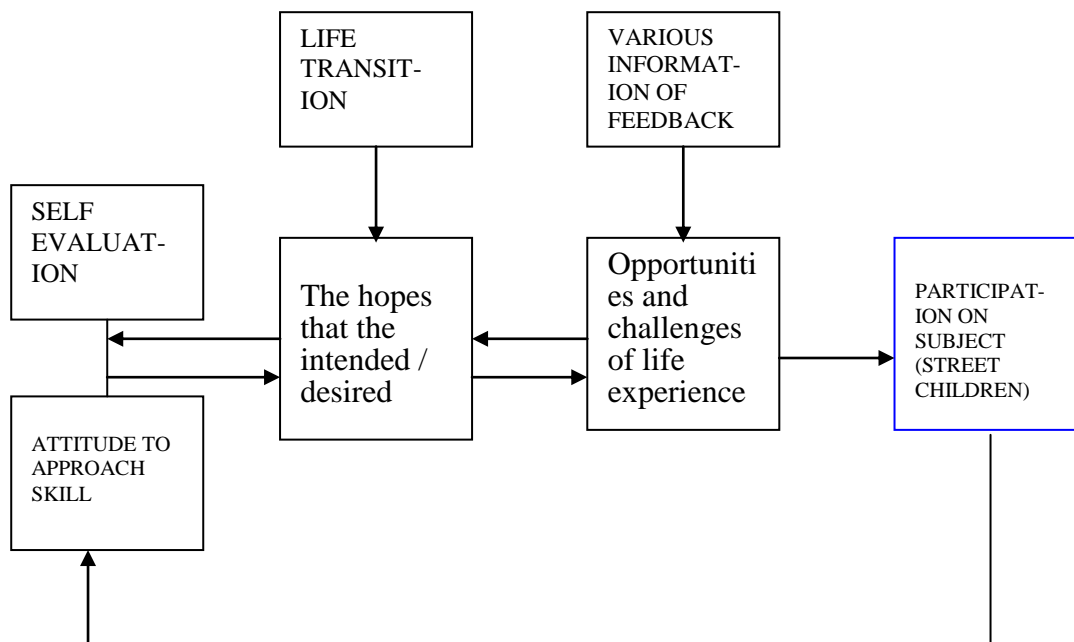
Associated with the opportunity to be creative and eliminate distractions during study or training to learners. Berkeley, Ruyle and Deiselman found to avoid disruption of learning and improving creations during the learning required: economic conditions and definite rules, financial support/ work, design an appropriate time for the learners, the materials were adequate and relevant circumstances of the learning, improving confidence of the study, using media suitable learning and innovative learning program (Cross, 1986; Purwanto, Fatchan, Purwanto, Soekamto, 2015)

The provision of innovative information is necessary for an active and creative learning. Therefore, the information should be designed to support and assure for each individu to learn more active. Accurate information can provide potential opportunity and the right choice for desires/hopes the study. Spreads and adequate information to be able to support learning motivation and learning programs will be able to fulfill the wishes of the people, at least be able to provide solutions to the education desired by the community.

The use of models COR conceptual framework for life skill training for street children is expected as one of the solutions for the provision of his life. Thus, they do not always become street children. That's because the COR model approach viewed learners and identified programs conducted holistically (whole thorough historical, environmental, individu subject, and the design of the program) is concerned with the desires and expectations of learners.

Conceptual Framework of COR

This research uses a conceptual framework COR adaptation model to identify the character and desire of research subjects (street children). Application concept COR for research as follows (Cross, 1986): *First*, to find out the character of each subject (portraits of street children) required the following: (1) identify the characteristics of self-evaluation, (2) identify the characteristics of his attitude towards the development of skills of self, (3) identify the characteristics of various transitional living history subjek, (4) identify the characteristics of the various expectations of the intended or desired, (5) identify the characteristics of some opportunities and obstacles of life experienced by the subject. *Second*, information problems related to pressure and economic exploitation (such as type of work, hours of work, wages and the like); *Third*, information about the maps of existence, amount, socioeconomic characteristics, and the potential for street children. With this approach is expected to be able to establish active participation of street children in life skills training. Schematically the concept as follows.



Scheme 1:
Scheme concept of "Chain of Response Theory"

II. METHODS

This study was designed to approach a field survey to find empowerment model that applied to training street children life skills. Where life skills are applied in accordance with the will and the talent of their own. This research was conducted in the city of Malang and around. Target point on the crowded centers, shelters, or in other places that became activities of street children. To capture information and data in this study using the technique in depth by means of direct interviews with street children, institutions, and study the documentation in some offices competent. The data analysis is done by two ways of quantitative and qualitative. Quantitative data were analyzed using percentage tables. The qualitative data were analyzed by means of new themes (Miles and Huberman, 1995) is done in two stages as follows: *First*, to analyze case by case conducted simultaneously, at this stage have made a conclusion while in all cases in each subject research. *Second*, do an analysis of the case, at this stage, the analysis carried out on the findings while (the result of the analysis of a case by case basis) and are expected to find a pattern / model empowering street children through life skills education.

III. RESULT

Characteristics of Street Children

The existence of street children in Malang occurred since 1997, when Indonesia's economic crisis. These street children to earn a living in strategic places such as at the intersection of roads, sidewalks, malls, town square, markets, railway stations, and other major centers. Central Statistics Agency data at Malang noted that endemic area in the center of approximately 517%. In the suburban areas of 37%. The rest are in the frontier city of 12%. Facts show that street children are a part of society marginalized, vulnerable, and in a helpless position. Often subjected to inhuman treatment and often become the object of violence. In the case, it is known that they are the future generation should be prepared to be human quality.

Such conditions make street children need special attention such as job skills, job provision of labor, and the government's attention. Skills employment policies and child labor, is a solution to children working the streets. For that, one of the strategic actions that should be taken to improve the knowledge and skills of street children is their empowerment program. Through empowerment programs, street children are not only educated and trained on knowledge and vocational skills but also life as a whole. The empowerment must be aligned with the interests and talents of street children themselves. On the basis of this research that describe several important characters of street children. The goal is that they can skills in line with the interests and talents of each.

Job type street children

Works of street children is the type of work performed by street children in earning their daily life. Based on the data in the field, there are 5 types of street children work as follows: musician, newspaper sellers,

hawkers, beggars, and realtor microbus. As shown in Table 1 below.

Table 1: Type of Work Performed Street Children

No.	Type of Work Street children	Percentage (%)	Notes
1.	“Pengamen” of streets	48.33	Most is done individually
2.	Seller newspapers on street	36.66	Performed at a crossroads
3.	Peddler	6.66	Performed at a crossroads and places of worship
4.	Beggars	5.02	Performed at a crossroads and places of worship
5	Realtor city transport	3.33	Performed at the crossroads and at transportation terminals
		100.00	

This type of work as a beggar is a kind of street children work with the largest percentage is 48.33%. Forth, followed by the type of business selling newspapers at 36.66%, and hawkers of 6.66%. Street children who pursue work as beggars of 5.02%, and last street children who worked as a realtor city transport passengers, of 3.33%.

Street Children Age

The age of street children is their age as of the time they become street children. To know in what age they become street children, it can be seen from the survey results of this study, as Table 2 below.

Table 2: Street Children Age

No.	Street children age	Percentage (%)	Notes
1	Age less than 6	0.00	Kids brought 6 years old who brought his mother "begging" not classified as a street child
2	Age 6-10 years	6.56	
3	Age 10-12 years	20.00	
4	Age 12-15 years	48.33	The largest percentage
5	Age 15-19 years	22.11	
6	Age 19 and over	3.00	
	Amount	100,00	

Based on the results of field survey reveals that the age of street children in the city of Malang quite varied. This can provide important information, both from the aspect of demography, mobility, and social-economic aspects. Age is a very important demographic data, because age is closely related to a person's behavior, for example with education, health, fertility, mortality, economic activity, and mobility. To determine the age of street children in Malang, this study not only provides the questionnaire, but also conduct interviews with children.

In the table above, shows that street children in Malang area has a distribution of age groups, mostly in the age group 12 -15 years, which amounted to 48.33%. The age group 10-12 years by 20.00%. Group age above 19 years amounted 5.00%. The age group of less than 6 years at 6.56%. Street children in the city of Malang per age group is almost the same, especially on less and 15 years of age. Actually, in general, they include the urban population of childbearing age, especially those aged over 15 years.

The low percentage of street children in the study area were aged 19 years and over, because they felt it was not a child anymore. In addition, on average they have already started working in the formal sector as well as in in-formal sector. They already feel adulthood and it was time to look for jobs such as working in construction workers, factory workers and work in informal sectors. This is consistent with the concept of street children are children under the age of 17-19 years.

Gender of Street Children

Much of the research on migration shows that migrant men more than the women migrants. Similarly, on the study of street children in the city of Malang. Street children are more male than female street children. But in certain types of business, girl street children can be more, for example on the type of business the seller

hawkers, beggars and so on, as Table 3 below.

Table 3: Street Child Sex

No.	Street child sex	Percentage (%)	Notes
1.	Males	76.48	
2.	Females	23.52	
		100.00	

The results of this study showed that the majority (76.48%) of street children are boys. While the female sex only at 23.52%. The amount of street children become street children is reinforced by a culture of "Malangan" East Java. Where the boys are allowed out of the house by his parents to work to help his family. While girls "taboo" to exit the house let alone become street children. In addition, when the girls working on the streets, he bore a substantial risk,

The results also showed that the male street children more buskers and newsagents. They go home every day. They gathered with their parents every day. The work they give to their parents. This means that they have contributed to the family income. While street children who are women in general as beggars, buskers and hawkers. In general, they work in groups or places of work is always near.

The study also received information that turned out to the street children of women prefer to be beggars and hawkers, arguing: (1) They are more able to attract pity and sympathy of everyone. The person giving alms to them; (2) They prefer to be hawkers because they are more patient in selling his wares than male street children.

Level of education of Street Children

The results showed that the majority of street children education levels relatively low elementary school. However, those who are school in kindergarten. Highest level of education of street children in Malang area is Senior High School, or equivalent. From the results of this study show that the majority of street children educated kindergarten and elementary school. The remaining fraction educated Junior High School and Senior High School or equivalent. As shown in Table 4 below.

Table 4: Education Level Street Children

No.	Education Level Street Children	Percentage (%)	Notes
1.	A kindergarten and elementary school	57.48	Kindergarten is a school for children aged 5-6 years
2.	Junior high school or equivalent	35.62	
3.	The senior high school or equivalent	6.90	
		100.00	

Based on Table 4 above shows that the majority of street children are school age children basic level. The education level of their majority on the level of kindergarten and primary school by 57.48%. Junior high school amounted to 35.62%, and the Senior high school amounted to 6,90%. Having traced the deeper it turns out the street children have a strong attachment to the economic needs of their families. Included are requirements for school fees himself. Most street children in Malang area average is still school and dropped out.

The findings of this research indicate that the street children have low educational levels. Low education level reflects the low level of intelligence. In terms of education level is one indicator of the level of advancement of a society. That's because education can affect a person's insights. Therefore, the level of education of street children should be improved so that they do not always belong to the community is left behind or marginalized people. At least education skills are needed for them. To their educational levels are not low makes thinking skills and insight that for the better. Allowing them to not be exploited by those who are less responsible.

However, judging from the amount of income among those with low education and high education no significant differences. In other words, those who had elementary education with an educated Junior High School and Senior High School about the same revenue. Interestingly the street children in Malang largely be set aside income to the school either for himself or his brother. Broadly speaking, their income is at least Rp 20,000, - up to the maximum of Rp 100.000, - per day. For this reason the average street children become difficult fostered.

Reason Being of Street Children

Several factors such as the reason to become street children: want to earn their own income, want to help the family income or parents, wanted to earn money to pay for school, helping pay for school sister. They become street children because it is based on the favorable choice for him. Poverty in urban and suburban regions make children choose to become street children to help their parents earn a living. The aim among others to help ease the burden of parents in meeting the needs of family life. The reason that also supports become street children is that they earn their own income. In detail some of the reasons why becoming street children are shown in Table 5 below.

Table 5: Reason Being Street Children

No.	Reason Being Street Children	Percentage (%)	Notes
1.	Want to earn his own	29.19	
2.	Helping parents make a living	35.62	This factor is the most widely performed of street children
3.	To pay for they school	9.60	
4.	Paying sister school	8.19	
5.	Conditions in the family who are not in harmony	9.20	
6.	Broken home	3.60	
7.	Other reasons	4.60	
		100.00	

Based on the research results as shown in Table 5 that the most common reasons to become street children is to help their parents earn a living, which amounted to 35.62%. Since the age of the child, they want to earn their own income, this is the reason the order of the number two, which is equal to 29.19%. By obtaining money from their own income, they can care for themselves, they could finance his own school, and could even finance their school.

Factors that influence street children is to help the economic conditions are poor parents. It was shown that the average street children come from poor family. It came from a poor family Malang city itself and around the city of Malang. As we know that children who work on the streets is very close to a variety of negative risk and hazard of passing cars and motorbikes. As experienced by Fulan, he street children who had a motorcycle accident, riders escape. So he went to the hospital should pay for itself. For that he borrowed the money to his neighbor. To pay the debt he must continue to work selling newspapers at a crossroads. Thus, he must continually become street children to pay the debt.

Revenue Street Children

Revenues street children vary widely. There are high-income and low-income. The cause of the high and low incomes street children is influenced by many factors. Factors, among others: (1) the length of them operate on the street, (2) the type of business or work they do, (3) deserted or crowded place of business, (4) their versatility in selling merchandise, and (5) their versatility in run their business.

In this study, the income of street children are grouped into three, namely: (1) The group of street children in low-income that is less than Rp. 20.000,-/day; (2) The group of street children who were income Rp. 20.000,- up to Rp. 50.000,-/day and; (3) A group of high-income street children which is greater Rp. 50.000 - /day. From this research, it turns out the majority (48.46%) of street children in low-income. Income was as much as 41.80%. High-income as much as 9.74%. If on average the street children's revenue of Rp 31,000,-/day. With an average income per day of it, in fact street children were able to sustain itself. But in reality, they are able to contribute to the family, such as paying school fees sister. The income level of street children in Malang in detail can be seen as Table 6 below.

Table 6: Income Level of Street Children

No.	Income Level of Street Children	Percentage (%)	Notes
1.	Low less than Rp 20,000, - / day	57.48	
2.	Medium between Rp 20,000, - up to Rp 50,000, - / day	35.62	
3.	High more than Rp 50,000, - / day	6.90	Encountered some street children who earn Rp. 100.000,-/day
		100.00	

Desired Skills of Street Children

Basically, do not want the next street children working on the streets. In other words, they do not want to become street children. Due to the economic conditions that are less lucky causing them to become street children. It was evident at the time they were asked about the desirable skills. In particular, when asked if they would like to have the skills? All the street children who were respondents answered "yes" they wanted to have a skill. A variety of skills that is exactly what they want, so they do not become street children all time. A variety of skills that sebagimana shown in Table 7.

Table 7: Type Skills Desired by Street Children

No.	Type Skills Desired by Street Children	Percentage (%)	Notes
1.	Electronic Skills	26.10	
2.	Skills servicing motorcycles	32.26	This factor is most desirable street children
3.	Skills cooking	10.16	
4.	Skills music	6.19	
5.	Skills sew	9.20	
6.	Skills trade	4.36	
7.	Skills make cake	5.73	
8.	Skills beauty salon	2.00	
9.	Skills furniture	4.00	
		100.00	

In Table 7 shows that the majority of street children wanted a motorcycle servicing skills. These skills desired by street children male gender. The second order of street children want electronic skills, particularly servicing radio, TV, and mobile phones. Furthermore, on the order of three street children wanted cooking skills. These skills tend to be desired by street children are female. Skills that are preferred by the least is the beauty salon skills training. These skills also tend to be desired by street children are female.

Desired patterns of Street Children Empowerment

As we have seen that street children do not want to so work on the streets. One solution that can give you is to empower them by providing skills training. Of course, skills training for street children that can not simply be given. Because the reality on the ground they have the talent and desire different skills. They also want the training patterns are matched according to their existence. Therefore, this research seeks to discover not only what skills they need or they want. But more than that, the pattern of what kind of training they want. Related to the training pattern desired by the street children, the result of in-depth interviews with street children as shown in Matrix 1.

Matrix 1: Patterns Empowerment / Skills Training Desired by Street Children

Informant	Informant statements about desired skills training patterns	The statement can be understood	Themes found
1.	Previously, after graduating from junior high school, I really want to continue to Vocational High School majoring in electrical engineering. Because I want to be someone who can fix the radio, TV, mobile phone, or other electronic devices. However, because my parents could not finance the school, I ended up not going to school. Until now I still want the electro skills courses. Skills training place as there is at Singosari-Malang (Industrial Training Center of the Department of Labor)	-Want Electro skills training -Training Cold in training institutions: Industry Skills Training Center (BLKI)	Skills training in BLK
2.	I do not want to forever be street children. I want the training to make clothes, cooking, or making pastries. I wish if there is such skills done step by step, as was done in the afternoon after my return from hawking newspapers. It is commonly called a modular package system	-Want Culinary training or fashion. -Training Conducted by "module package" is adjusted with time to spare.	Skills training module system gradually
3.	I was forced to become street children because they want to support their parents, pay my school in junior high schools, tuition help my sister who are still in primary school. I when it passed the Junior High School, I wanted to have a motorcycle servicing skills. If the training can immediately practice at a	-Want To finish midle school. -Want A motor bicycle training services. -Want Apprenticeship	Skills training apprentice ship system

	motorcycle repair shop, do not on Saturday or Sunday. For on that day "ngamen" at the intersection of this road was a lot of customers	training model system	
4.	I never went to school until second grade high school. I am now not going to school anymore, because there is no cost to the school. If there was, I wanted to continue school and vocational courses. The tutoring is provided "as loans are repaid" (gradually). I also want to finish high school, in order to have a High School diploma. For that, I want to school like the one in studio study groups, the group learned equalization package.	-The Streets because of dropouts. -Want To finish High School -Want Business skills courses with system modules	Skills training through Study Group Package
5	I was in Junior High School. Later I wanted to create a skills course pastries to be sold in pastry shops like it (the intersection of the street "ngamen" there is a pastry shop, which is derived from the cake baker in the surrounding areas). If possible training in official institutions such as the Industrial Training Center (BLKI).	-Still Want to finish junior high school. -Want To skills training in Industrial Skills Training Center (BLKI)	Skills training in BLK

Based of Matrix 1, above fact that children become street children because of poverty. They would like to stay in school, those who drop out eager to finish school through group learning program package. They wished for a variety of skills courses with training models following skills: Skills Training in BLKI, Skills Training Modules gradual system, apprenticeship system of skills training, and training specific to the skills through Study Group Package

IV. DISCUSSION

Street children are children under 17 years of working in the street in the city and surrounding area. However, it was found that street children age 19 that in fact they are already reaching adulthood. In general, they who have an average adult has started working in the formal sector and in-formal. The work was like being construction workers, factory workers, and trade. Works of street children based on the data in the field, there are five types of work, namely: "busker", newspaper sellers, hawkers, beggars, and realtor microbus. Works as a "busker" is a kind of work that the largest percentage, followed by sellers and hawkers. The smallest percentage was as beggars and realtor passenger microbus. This was in line with UN conventions, that street children are children who spend time on the road for work, play, or other activities. They live daily in the hostile environment. They tend to be infected by unhealthy habits and bad habits such as sexual abuse, child prostitution, crime, and violence.

The existence of street children in Malang tend to come from families that are less fortunate. First, the kin of the urbanization, where the family had come to the city looking for work. It happened (especially) at the time of Indonesia's economic crisis. Such groups of street children, they had come to the city with the motivation to earn money to help their families. Thus, their relationships with family still do. Most of them chose "mengasong" in the streets.

The second, a group of street children who come Malang city itself. They come from families in the category of structural poverty, come from families that are not harmonious, and or come from children who want freedom and independence seekers living (Irwanto, 1996). Basically they refused, rebellious or defiant because of the circumstances and environmental conditions that cause them to act like it. This is in line with research findings (Fatchan; Soekamto; and Mustafa, 2015) in which the peasants revolted because they were forced by environmental conditions of people's lives around it.

Economic structure of the population in urban areas, which is based in the industrial sector and the informal sector, resulting in many parents wish their children to work to help reduce the economic burden of the family. In terms of the child should be protected by their parents and by the state, it is in line with the international convention. As we know that: Parents Certain duties and obligations have to undertake in order to Ensure that they protect the interests and welfare of reviews their children in terms of the UN's International Convection on the Rights of the Child (Tshuma and Ncube, 2016). It is also in line with the findings of this research in which the participation of the productive activities of children increases, the more has also increased the number of children who perform activities on the streets. Related to this, the Central Bureau of Statistics noted that as many as 25% of children have entered the world of work in the city of Malang (Central Bureau of Statistics, 2000). In other words, children who should not be allowed to work are forced to work, among children have to work on the streets so called street children.

Street children from an early age can already feel the income, thus further encouraging their love become street children than schools. Despite these children get low income, but they are more like it. This happens, for street children learn from field experience or learn from the experience of outdoor study they experienced directly (Fatchan; Amirudin; and Utaya, 2012). Thus, they prefer to work than at school.

Commensurate with this, the children if the work is paid rendahpun they've loved it. This is in line with the results of the research on child labor in the ceramic industry at Purwakarta and batik industry in Pekalongan. Results of the research showed that child labor wage only half of adult workers. Though the contribution of child labor not only complement in the production process but an integral part of the production process (Haryadi and Tjandraningsih, 1995).

Average working hours of street children in the city of Malang about nine hours. This is in line with the findings of Thijs (1994) indicating that the long hours and low wages are common in child labor. This type of work it like a shopkeeper market, construction workers, agricultural workers. This is contrary to the child protection law, namely Law No. 4 of 1979 on child welfare. Therefore, the necessary political will of governments to actually protect children from abuse and from every form of evil (Haryadi, 1998). The ministerial regulation No. 01/1987 also explained that the permit children under the age of 14 years working to help the family. However, it must pay attention to the following provisions: (1) children are not allowed to work more than four hours per day; (2) children are not employed at night, and; (3) the remuneration given must comply with prevailing wage laws.

In menyusun an empowerment program street children, should be identified first characteristic. The goal for the empowerment program was in line with the desire, talent, and ability of street children themselves. Thus, we can capture the children's skills training in line with their talents. In other words, such a program is a program that empowers poor families. Alternative pattern skills training should also be explored with the condition and character of street children themselves. Not the will maker empowerment program. According to the conditions and findings in the field, the results of this study suggest empowerment of street children should be in line with the conditions of the context, skills and wishes of children.

On the basis of the findings of this research, empowerment of street children (especially in empowering their skills) are as follows: (1) Models of empowerment combined between school and practice skills, where street children can go to school while practicing skills on a modular basis; (2) Model empowerment of street children through gradual skill system module; (3) The model combines the empowerment of street children with the apprentice system. These three kinds of empowerment model in the form of some kind of skills training that is actually desired by street children, as suggested by the findings of this research.

Empowerment of street children needed such a policy or policy of the local government concerned. Children who are less fortunate such by local governments are required to participate in the program nine years of basic education. Besides, should get a chance to practice skills. Therefore, street children do not have to learn in a formal school, but could learn in studio study managed by the Sub-Department of School Education. Thus, skills training is done by working with the studio and learning activities. Where the pattern of School Education system learning approach is more humane, humanistic, and study time flexibly adapted to the time of the study (Cross, 1986).

In the city of Malang increase in the number of street children is increasing constantly every year. This is because Malang culturally as a student city and tourism attracted the attention of the working-age children, including street children. Thus, in Malang social transformation occurred which resulted in the formation of a new social structure, as well as the growth of new community groups, namely the public street children. This finding is consistent with the concept of social transformation which has been noted by Moore (1973). Furthermore, there will be social phenomena-a new culture, a new social interaction patterns, and changes in form and function in social and cultural life. Such changes also coincide with the effect of changes in the physical environment, political, and cultural factors.

As we know that the model of skills training with COR approach is based skills training: (1) the willingness of the person concerned, and (2) participation related to instructional design. COR hypothetically assumed that low levels of confidence and the ability to learn each of the study will be able to influence the difficulty in learning new things (Cross, 1986). Associated with efforts to increase participation from the trainees the skills of street children, COR approach model has advantages as follows: raise the level of trust, build attitudes, bringing the target with expectations, in response to the transition, an opportunity to be creative, eliminate psychological disorders, cognisi, as well as the provision of information. It supplemented the findings of previous research that: in learning students must be giving the freedom, develop cognitive, affective, and psychomotor (Yager and Huang 1994; Woods, 1996; Rostana 2002; Purwanto; Fatchan; Purwanto; Soekamto. 2015)

Such as training, will be able to build attitudes of learners (street children) to eager to develop themselves. This is in line with the findings Robenson and Cross that to build attitudes trainees need to develop personal and attitudes, as well as attitudes and opinions related to urgent and whether the type of training. Robenson noted that research in Iowa and California showed an appreciation of learning outcomes, create a supportive environment, the orientation of socio-culture and geography, and where the population will be able to bring a positive attitude to the learning of the model of learning is done (Cross, 1986).

V. CONCLUSION

First, regarding the characteristics of street children shows that the level of education of street children are in the average age of 9 years of basic education. That includes Kindergarten, Primary School and Junior High School. They become street children because they want to help their parents work and earn their own income. They belong to the child of a poor family. In general, their per-day revenue of about Rp 30.000, -. Nevertheless, some of whom earn Rp. 100.000,-/day. Their working hours are very long relative ie between 4-

11 hours and prone to accidents.

Second, life skills education they want among others: servicing motorcycles, radio, TV, computer, mobile phone, carpentry skills, sewing, beauty salon, and cooking. Empowerment desired pattern is a vocational training system module beamed not bound by time, but in line with the wishes and talents of each individual. Thus, street children can still keep working and be able to practice skills gradually, in this study is referred to as "empowerment COR models for life skills".

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