

Teacher Strategies in Building Learning Motivation in Street Children

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Abstract

The purpose of this study was to determine the teacher's strategy in building the learning motivation of street children in the ERBE Foundation tutoring and the inhibiting factors in building the learning motivation of street children at the ERBE Foundation. The type of research used in this study is a qualitative research with a descriptive approach. Data collection techniques in the form of observation, interviews, documentation and audio-visual materials. Data calibration techniques used in this study are audit trial, member check, triangulation. Data analysis techniques used are data reduction, data presentation, and drawing conclusions. The research findings indicate that the strategies used by teachers in building children's motivation use various methods. In building motivation, The teacher uses an approach by knowing the child's interests, numbers, giving praise and gifts. Factors that become obstacles in building children's motivation such as children who are lazy, parents who don't care about their children's education, the influence of the environment in which they live and the number of educators at the ERBE Foundation.

Keywords: Strategy, Motivation, Street Children



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INTRODUCTION

Education is very important for all citizens, because with education can change and advance a country, therefore the citizen of every citizen has the right to get an education in order to develop his personality. Then in article 31 paragraph (1) of the 1945 Constitution of the Republic of Indonesia which reads "everyone has the right to get teaching". So the Constitution explains that every citizen has the right to get a good education so that it will advance the nation and the state. Education is important in a person's life. However, in fulfilling the right of citizens to get an education, there are several problems faced, one of which is a person's economic problems, the problem of poverty is a fundamental problem that occurs to a person. The problem of poverty is caused by the lack of seriousness of the government and citizens in interpreting education because education is the center of development in smart and quality people so that the nation's economy will advance (Miradj, & Sumarno, 2014).

The impact of economic problems will mostly have an impact on the education of their children, because not a few families living in marginalized areas cannot send their children to school so they cannot go to school like other children (Husna, 2018). In order to supplement the income for the survival of the family, children are often told to work to make money. Life being a street child is not everyone's life choice but because of certain circumstances that force to be a street child. Psychologically, children at a certain age do not have a strong emotional mentality, then when they are struggling with the harsh street world and tend to be negative, it will have an impact on their personality (Haling, Halim, Badruddin, & Djanggih, 2018). So if the child is not yet solid in terms of mental emotions and struggling with the harsh world of the street, it makes the child mentally in a negative direction.

Because in psychology street children will not develop well because their status is unclear which will affect their future. Many street children fall into acts such as cases of violence both physically and mentally obtained by street children. The low level of education never even felt that education at a formal educational institution made his access to life limited and made his life not prosperous. Street children should also get an education, but because of economic obstacles, they are resigned to the situation they are experiencing. Empowering access to education is one of the solutions that need to be taken to change the limitations experienced by street children, with empowerment will facilitate street children not to return to the streets to looking for money.

Not only economic problems, but also the personality of children who are lazy to study and do not have the motivation to learn because the family environment and associations are not supportive of studying or their friends who invite them not to go to school. So Abdul Rohim was heartbroken to alleviate the problem by establishing the ERBE Foundation in 2012. Erbe Foundation is a non-profit organization, which is an organization based on the philosophy of service and humanitarian values that have the aim of achieving common welfare in society. The ERBE Foundation has a program to fulfill the educational rights of street children, because street children are Indonesian citizens who have the right to education. With the program implemented by the ERBE Foundation, it is hoped that it can alleviate the problems of street children by changing their habits on the road with skills and skills to have a bright future and not go back to make money on the streets.

Because street children are judged by society with negative things, starting from their behavior, grammar and others. Therefore, Abdul Rohim educates not only fulfilling the educational rights of street children but also educating children to have good attitudes and behaviors and good grammar and manners in the surrounding environment. Thus joining the ERBE Foundation, street children are expected to become good citizens. The ERBE Foundation is located in the middle of a rawadas scavenger village where the average community occupation there is scavengers and rough laborers, with this condition making the children there help parents to increase their income so that it interferes with their learning. There are some children in the scavenger village who have dropped out of school and some who are still continuing their formal education. Strategies used in educating street children at the ERBE Foundation by fostering motivation to learn such as educating these children in a fun way and changing their mindset that learning is not as difficult as they imagined and using forms of motivation so that they have a passion for learning.

RESEARCH METHODS

The type of research used in this study is qualitative research with a descriptive approach. Data collection techniques in the form of observation, interviews, documentation and audio-visual materials. The data calibration techniques used in this study were audit trial, member check, triangulation. The data analysis techniques used are data reduction, data presentation, and drawing conclusions.

RESULTS OF RESEARCH AND DISCUSSION

Research Results

In the tutoring process carried out at the ERBE Foundation every Saturday or Sunday starting from 13:00 WIB after zuhur prayer, before the learning activity begins with prayer. To start the activity, the children sat on the floor neatly, Mr. Abdul or Mrs. Laras taught in front supported by supporting media such as LCD TVs. The first thing to do is to motivate students with words so that students in learning become enthusiastic. Before starting the core

activities, Mrs. Laras reminded the material of yesterday's meeting that was delivered so that students would not forget the material presented at the previous meeting. Mrs. Laras and Mr. Abdul often use the lecture method, even so, Mrs. Laras and Mr. Abdul always make students active in the learning process. Mrs. Laras said that the motto that is often used is critical thinking.

In addition, children also often discuss about the issues that are being discussed hotly discussed, the sources to be discussed are taken from the internet and books in the foundation. In addition to using books as a medium for learning, it also uses videos that are played using LCD TVs, such as when measuring good behavior by playing videos. The video explains the good and bad behavior and the consequences of the behavior. Then in learning, videos that are in accordance with the learning material are also effective because it can make it easier for students to understand the material discussed at the meeting and students are not easily bored if only with discussions and lectures. As an ERBE Foundation student revealed: "Sometimes we like to write videos when we are bossy again", "If we are bossy again, we usually watch videos about the material and continue to be told to draw conclusions from the video". The closing activity in the ERBE Foundation learning was filled with teachers giving conclusions on the material presented at the meeting, besides that it was also filled with questions and answers between teachers and students so that teachers knew whether students understood or not the material discussed at the meeting.

Discussion

Factors Hindering Teachers' Strategies In Fostering Student Learning Motivation At ERBE Foundation

In fostering student learning motivation at the ERBE Foundation, there are several inhibiting factors that must be faced by teachers in an effort to grow student motivation, including:

1. Environmental factors. One of the inhibiting factors is environmental factors, the majority of ERBE Foundation students are children of scavenger families living in waste picker villages. The people there do not attach importance to education and only prioritize making money for daily needs so that it affects the children there. The environment also affects students' habits and speech.
2. Parental factors. The parental factor is one of the factors because parents do not focus their children on learning, and focusing their children helps to increase income for their family, because the average economy in the village of middle and lower-middle rawadas scavengers therefore his children this makes him interfere with his studies and even his schooling. One way to overcome the economic barriers of student families, the ERBE Foundation has a social assistance program in the form of cash and basic food assistance from government assistance or donations from the private sector for the rawadas scavenger village community with the condition that their children study at the ERBE foundation.
3. Student factors. Mental conditions that are unstable and are in a period of searching for identity ranging from not wanting to learn, wanting to be instant so that in following the learning will be disturbed and the teacher's strategy will be ineffective, such as students having problems with their family or the influence of their friends' associations. So students just want to be fast and don't want to process in learning because they are influenced by their association which leads to not being good so that the child is lazy to learn.

4. Factors of Educators. Educators at the ERBE Foundation are still in short number, this has caused a hampering of the learning process. If Mr. Abdul and Mrs. Laras are busy, the tutoring activities will be temporarily suspended. Therefore, how to solve these problems by working together with volunteers to teach street children.

Factors Hindering Teachers' Strategies In Fostering Student Learning Motivation At ERBE Foundation

Factors inhibiting teacher strategy in fostering learning motivation are as follows:

1. Internal. The process of cultivating learning motivation does not always go smoothly, of course there are obstacles or problems that must be solved. For example, lazy, don't want to process or just want the instant, just want to play. According to Hamzah, if a person lacks motivation to learn, he will not last long in terms of learning and he will be interested in doing things and not learning. The obstacles that occur in building learning motivation for street children at the ERBE Foundation are that children have a lazy nature because they do not want to process and do not want to get out of their comfort zone as street children, they do not want to learn because by working as buskers, scavengers and others get money while participating in learning activities do not get money. One way to overcome this is by changing their mindset by providing learning activities according to their interests and fun so that they are interested in these learning activities. So the obstacle for teachers in building student learning motivation is from the individual student, where the student has a sense of laziness.
2. External. External factors are factors that come from outside the student. The obstacle in cultivating children's motivation is the family environment, where both parents are busy at work, and there are some parents who do not prioritize their children's education. Even told his young son to work to increase the family's financial income. Children's associations also affect children's learning motivation such as getting along with friends who are not good so that children are affected starting from their language style and behavior.

CONCLUSION

Based on the discussion of the results of the study above, the researcher then obtained a conclusion, namely one of the ways the teacher's strategy in fostering motivation in students is with various methods so that students are not bored when learning and the maximum use of media and learning resources. The forms of motivation given to students such as giving praise if answering questions correctly or still not correctly so that students are motivated to answer questions. Back, giving numbers, giving gifts to students who have good knowledge and attitudes at the time of study and in the community so that they are expected to become good citizens. The inhibiting factors in growing student motivation are internal factors such as children who are lazy to study because they are influenced by poor associations and do not want to process in learning, then there are external factors that are influenced by parents who do not attach importance to their children's education and are busy making a living and their social factors are not good.

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