

Life Skill Of Street Children Aged 4-5 Years In The Master, Like What?

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Abstract-This study aimed to describe the Life Skills of Street Children in Master, Terminal Depok, West Java, which was conducted in August-September 2015. This study used a phenomenological research method for the phenomenon that occurs in accordance with the reality that occurs in children street ages 4-5 years at the masters, Terminal Depok, West Java. Data collection procedures carried out by way of anecdotal records, tape recorders by interviewing teachers, street children aged 4-5 years, the environmental community and head master, and documentation such as a camera to record the subject's behavior that appears. Data analysis using the technique of Miles and Huberman through reduction, display, and verification. Examination of the data the extension of peer observation and checking. The findings of the research showed that life skills of street children aged 4-5 years at the Masters, Terminal Depok, West Java 1) social skills that children have the ability or good behavior are assessed positively by others, children receive appropriate rules norm apply in the school or community, and child relationship with friendship, 2) thinking skills that children dig an information in more detail, identify causal relationships in her life, and understand the words that relate to the question of "If" "Why", "Where", "When", etc. ",3) emotional coping skills, that children control their emotions or himself, and shown no intense emotions (redundant), 4) Pre-vocational skill that include the child's independence and self-reliance after finish eating their own meals, toileting skills and skills use your own shoes, 5) the role of teachers as role models, mentors and tutors. The implication of the research is theoretical, positively impact life skills such as street children to develop a positive self-reliance through daily activities.

Keywords: Life Skills, Street Children aged 4-5 years

1. INTRODUCTION

The enormous potential in every child should be trained and developed so that the child's ability can be improved. Potentials that exist in children should be stimulated right. The potential is useful to prepare themselves to compete in a globalized world and develop optimally. There are a lot of potential to be developed, one of them life skills. Life skills possessed by children can instill life values like courtesy to behave and speak the word, to train how to take care of themselves, the establishment of self-reliance and provides an opportunity to solve any problems facing children. One of the life skills for early age children are street children. Life skills possessed by children can instill life values like courtesy to behave and speak the word, to train how to take care of themselves, the establishment of self-reliance and provides an opportunity to solve any problems facing children. One of the life skills for early age children are street children.

Master is a non-formal institutions that cater for handling street children in general. Unlike the school of street children in general are off school. Master has a vision to form communities of intelligent, independent, creative and noble so as to improve people's lives. In accordance with the purpose of the Master's vision, which is to realize free and quality education, and to develop self-sufficiency through life skills. As for the behavior of life skills are applied to the Master as social skills or interpersonal skills, cognitive or thinking skills, emotional coping skills and vocational skills. The results are expected to be useful for the public to be aware of the importance of life skills of street children an early age to stimulate and optimize the potential in children. In particular can find out how social skills, thinking, emotional and basic skills for street children.

II. LITERATURE REVIEW

A. Concept of Life Skills

Owned with life skills, children will not find it difficult to interact with and adapt to new circumstances. The statement was derived from *Hapson (1981: 43) explains that "people can learn and develop the skills they will need to survive, provide, cope and prosper in a variety of different situation"*. People who can learn and develop life skills they need to survive, supply,

overcome and thrive in a variety of different situations. Skills-owned life skills will be needed in the preservation of life as well as provide assistance in dealing with a wide variety of different situations. Situations experienced by children has an important role according to Hopson (1981: 245), *life skill will involve; an invitation to students Become more adult, more responsible, more self-directing*. Children who have life skills will become more mature, more responsible and more able to control himself. Therefore, the purpose of life skills is to form human beings capable of divergent thinking, human being mature, responsible and able to control himself. The provision of life skills can be influential in the formation of the future nature of his maturity. In the human form is able to think, responsible, and able to control themselves. The child must acquire more abilities from an early age by Maddaleno (2001: 6) on life skills early childhood consists of four categories: interpersonal skills / social, cognitive skills, emotional coping skills and pre-vocational skills. These species are part of the life skills education. The types of life skills education provided to prepare students to be able to have the ability to live their lives. The child's ability to solve the problems faced is the purpose of life skills education.

B. Concept Of Street Children

Street children is a direct translation of street children. Anne Hatloy (2005: 46) *is defined as street children do not live together with Reviews their family*. The quotation means that they can not live with his family. Children who break away from the family so that they fled to the street, known as street children. Intensity many street children in the streets so that the experts categorize the type of street children berdasarkan background. According to UNICEF (2005: 19) *consisting street children became "children of the street and children on the street"* means children living on the streets and children working on the streets. The second category that causes the presence of children on the streets. The categories can be motivated by the individual himself or others. This situation is causing children onto the streets as expressed by Hariadi (1999: 26-27) *explains that the cause of street children, namely: family factors, educational factors, and environmental factors of society*. These factors are likely the cause of children took to the streets, either directly or indirectly.

C. Characteristics of the Life Skills Children Aged 4-5 Years

In general, the characteristics of children aged 4-5 years, children should already have life skills. Deborah says *four year olds should be Able to do the following basic life skills: "Put on their own jacket, mittens, hats, put papers away in their backpacks, fold up Reviews their own clothes or blankets and put them away, help clean up toys and materials at clean up time, set Reviews their own table space for snack and throw away Reviews their own trash after snack, "* was four years old, a child should be able to perform life skills base as follows: Wearing a jacket of their own, gloves, hats, paper input -paper into their own backpacks, folding their own clothes or blankets and store, helping clean up the toys and materials at the time to clean, prepare their own table space for a snack and dispose of their own waste after the snack. It is that the children in the age of 4 years has learned to do on its own, like wearing a jacket of their own, gloves, hats, put the papers into the backpack of their own, to fold their own clothes or blankets and store, helping clean up the toys and materials on time to clean, etc. Opportunities are given to help children learn self-sufficient in meeting their needs, one of them life skills.

III METHODOLOGY

The method used is phenomenological qualitative method. According Sukmadinata (2010: 60), methodology is a qualitative study aimed to describe and analyze the phenomena, events, social activities, attitudes, beliefs, perceptions, thoughts people individually or in groups. Thus, researchers can see a phenomenon that occurs in accordance with the reality on the ground. Research to collect and display data objects that naturally fit the circumstances on the ground. Researchers collected data in the field using anecdotal notes, voice recorders by coaches, teachers, children and the environmental community master, and documentation tools such as a camera to record the subject's behavior that appears. Subjects in this study were street children 4-5 years. The number of children that will be examined as many as four children of 23 children in a class based on the categories of street children who are already in the mentioned Margonda Jalan Raya Terminal Depok, West Java. When the study was conducted in August and September 2015. Data were analyzed using the technique of Miles and Huberman through data reduction, data display, and data verification. Data analysis techniques used aim to describe the behavior of the life skills of street children aged 4-5 years, organized by the Master, Terminal Depok, West Java

IV RESULT

This research data is described in a qualitative way of presenting data. Qualitative data to analyze the data obtained through field notes, interview notes and documentation notes. Field findings obtained are (1) Social skills, (2) thinking skills ,(3) Emotional coping skills, (4) Prevocational skill, (5) the role of teachers in implementing life skills, following exposure to the field findings that describe the life skills of street children aged 4-5 years at the masters.

(1) Social skills

Social skills of street children in the Master Terminal Depok, West Java based on the phenomenon that occurs in the reduction process and a display which shows the attitude of helping children, responsibilities, lined up in activities and interact with others in an activity. Based on this process, it can be verification that the child demonstrates the ability or good behavior are assessed positively by others, the child's attitude to run the rule after the norms that apply in school or community, and the children were able to establish a relationship of friendship or a good friendship with other people.

(2) Thinking skills.

Thinking skills of street children in the Master Terminal Depok, West Java based on the phenomenon that occurs in the reduction process and display that children receive more detailed information, curiosity and the creation of communication with each other frequently asked questions in the activity. Based on this process, it can be verification that the child begins to recognize the cause-effect relationship in his life, the child is able to capture and dig an information in more detail, and the child is able to understand the words that relate to the question "if", "Why" "Where", "When" in interaction.

(3) Emotional coping skills.

Emotional Coping skill street children aged 4-5 years in the Masters based on the phenomenon that occurs in the reduction process and display that emotion grumpy are not excessive by throwing things or yelling. Excessive crying emotion in a way that does not scream or roll-roll his body to the floor. Happy emotions are not excessive by way tiptoed or running

excessively. Based on this process, it can be verification that the child is able to control emotions or himself, and emotions that are shown are not intense (no exaggeration).

(4) Prevocational skill

Prevocational skill street children aged 4-5 years in the Masters based on the phenomenon that occurs in the reduction process and a display which shows the child's current skills toilet activities ranging from initial entry own toilet to wash hands after urinating, when eating activities ranging from pray until finished eating and tie his own shoe laces. Based on this process, it can be verification that the child exhibit behaviors such as eating and finish independently own and also develop toileting skills, and skill using your own shoes.

(5) The role of teachers in implementing life skills

The role of teachers street children aged 4-5 years in the Masters based on the phenomenon that occurs in the reduction process and display that looks teacher has always been a role model in the activities created. So that the children always follow and apply in their lives. Teachers are also always supervise and assist to help the children doing activities, as well as guiding when a child has erred in an activity. Based on this process, it can be concluded verification that the role of teachers as role models, teachers also act as a companion to a child, and teachers act as mentors to children

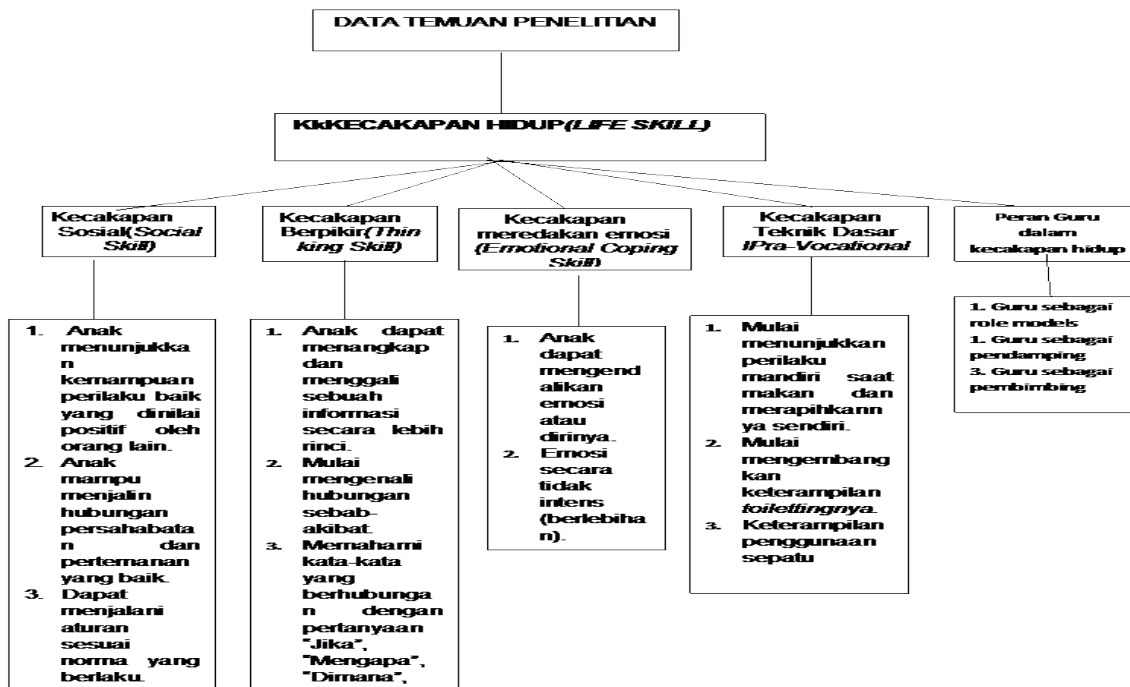


Chart 4: Research Findings

During the course of research, researchers get some of the supporting factors and obstacles in his research, including: 1) the supporting factors, namely, the school master implementing life skills from an early age, and a curriculum that is used to integrate the skills of life, 2) inhibiting factor, namely, the lack of level knowledge held by teachers on life skills, the researchers could not record the behavior of children together in an activity, and facilities and infrastructure are inadequate.

V. CONCLUSION

Based on the findings obtained by researchers, it can be concluded that the life skills positively impact a child's positive self-reliance can behave in him, such as: social skills influence on children by showing the attitude of mutual help, responsibility and establish a friendship. Impact thinking skills in children with digging information more detailed and comprehensive curiosity. Its emotional skills can be controlled not shown intense. Owned basic engineering prowess to make children behave independently in daily necessities like toilet, eat, dress, shoes, etc. Environment also plays a role in shaping the behavior of the child is the teacher of life skills. Teachers act as role models, helping and assisting children.

VI. RECOMMENDATION

- 1) Can be used as a reference in exploring and much study for further research on life skills (life skills).
- 2) As a resource for educators to apply life skills in education.
- 3) Helping street children in developing other skills

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