

The Service Program of “You May Not Stop From School” As A Way Of The Fulfillment of Educational Rights For Street Children and Dropouts In Palembang

Ahmad Zulinto, Muhammad Kristiawan, Rambat Nur Sasongko

Universitas PGRI Palembang, Universitas Bengkulu
drahmadzulinto@gmail.com
muhammadkristiawan@unib.ac.id
rambatnur@unib.ac.id

ABSTRACT

Based on statistical data from the Ministry of Education and Culture in 2018, the dropout rate in South Sumatra Province was very high. Especially for the Palembang City area, there were about 17% of the cases of children dropping out of school in South Sumatra until 2018. The large number of children who have dropped out of school and who were not in school cause exploited children to be still often found on the streets, joining their parents to earn a living and even vulnerable to being involved in various juvenile delinquency and other criminal acts. Based on this fact, the Palembang City Government (Pemkot) in 2019, through the Palembang City Education Office, then developed a program to eradicate school dropouts and street children called the "The Service Program Of You May Not Stop From School" (Poltabes). This program is followed up with education at a distance school (Filial) for street children and school dropouts in Palembang Learning Activity Center. The method used was qualitative research. The research was conducted at a filial school for street children and dropouts in Palembang city. Data collection in the study was carried out through observation, interviews, and documentation. The subjects of this study consisted of one tutor each, a companion teacher, a party from the Education Office, and students. The study found that the fulfillment of the right to education for street children and dropouts through the Filial school program at Palembang Learning Activity Center has been going well. Until the end of the 2020/2021 academic year, the implementation of this filial school program has had an impact, including 1) 7 elementary school students, 42 junior high school students, and 44 high school students, with a total of 93 students have completed formal education; 2) street children or dropouts who attend filial school education show a change in behavior and actions in a positive direction, both in attitude and appearance; 3) a decrease in the dropout rate in the city of Palembang, which was initially 1,278 cases reduced to 491 cases; 4) support the increase in the average length of schooling which was initially 10.37% to 10.52%; 5) support the increase in the human development index from 77.89% to 78.44%; 6) This Poltabes innovation is in line with and contributes to the achievement of The Sustainable Development Goals (SDGs) in the education sector.

Keywords: *Poltabes, The Right To Education, Street Children, School Dropouts*

A. INTRODUCTION

Education is a very strategic medium for improving the quality of human resources. Education is a means used by children to develop abilities, and shape character and morals through guidance and teaching activities. Law No. 20 of 2003 states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious-spiritual strength, self-control, personality, intelligence, noble character, and skills, which are needed by himself, society, and the State. According to Ki Hajar Dewantara, education is giving guidance to all the natural powers possessed by children so that they are able to achieve the highest safety and happiness both as human beings and as a member of society.

Education has a goal as a desired change to the object after undergoing a learning procedure, such as in the personal character of his life as well as in the community and the surrounding area where the person lives (Sudiyono, 2009). The purpose of national education as stated in Law Number 20 of 2003 which discusses the National Education System Chapter II Article 3.5, that national education is useful for building skills and creating ethical characters in the context of educating the nation's life, intending to build the ability of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, innovative, independent, and become democratic and responsible citizens.

Law of the Republic of Indonesia Number 20 of 2003 concerning the education system article 5 paragraph 1 also states that every citizen has the same right to obtain a quality education. Article 11 paragraph (1) states that the central government and local governments are obliged to provide services and facilities, as well as guarantee the implementation of quality education for every citizen without discrimination, meaning that it includes all citizens who have dropped out of school and/or are not in school. So, basically, quality education is the right of every Indonesian citizen. However, in reality, quality education cannot be felt by all citizens and children in Indonesia. The high cost of quality education is one of the reasons that education can only be reached by groups with money. There are still many Indonesian children who have to fight hard to get a proper education, and there are also those who have to drop out of school because they cannot fulfill the requirements for education in Indonesia. This is especially experienced by street children, most of whom do not get an equal education.

In the 1945 Constitution of the Republic of Indonesia, Article 34 Paragraph 1 states that destitute people and neglected children shall be nurtured by the state. It means that the government has responsibility for the care and development of neglected children, including street children. The human rights of neglected children and street children are essentially the same as human rights in general, and the 1945 Constitution recognizes the existence of basic human rights. This is in line with Law No. 39 of 1999 concerning Human Rights, Article 6 paragraph 1, which states that every child has the right to receive education and teaching in the context of personal development according to their interests, talents, and level of intelligence. Because one of the goals of education is to form moral attitudes and virtuous character.

In Indonesia, there are still many street children who should be in school but they prefer to be on the streets to earn money to meet their daily needs. Not a few children work on the streets, such as busking, begging, being a clown, or selling newspapers. Many children then drop out of school because it is hard for their parents to meet the necessities of life, especially to bear the cost of education, until the child is required to help earn money for the family. Even so, they still have the will to go to school and have the motivation and enthusiasm to learn.

Generally, street children have the same problems in their daily life. Rafi, Ali, & Aslam (2012) states that the problems faced by street children in their environment are often hunger, lack of proper housing, clothing, and other basic needs, as well as lack of (or limited) opportunities for education, health care, and other social services. More specifically, Hossain (2016) describes the three most common problems, namely housing, food, and lack of work. Most street children have to take on harmful jobs in exchange for food and shelter. Hai (2014) argues that to keep hungry wolves out of their bellies, many of them are forced to do harmful work. To make it worse, Myburgh, Moolla, and Poggenpoel (2015) argue that children living on the streets may try to evade the police by hiding and leaving the city for a week, month or year. Most street children do not go to school because there are administrative costs to be paid. Awatey (2014) states that some street children really struggle to survive. When survival is an issue, long-term strategies tend to be limited by the need to meet the most basic needs of life.

Based on statistical data from the Ministry of Education and Culture (2018), there were 114,440 school dropouts in Indonesia from various levels of education in various regions, with details of 32,127 Elementary School (SD) students, 51,190 Junior High School (SMP) students, and 31,123 High School students (SMA). Of that number, the dropout rate in South Sumatra

Province reached 5,588 students, with details of 2,134 elementary school students, 1,855 junior high school students, and 1,599 high school students. Specifically for the Palembang city area, there were 1,278 (17%) of the number of cases of children dropping out of school in South Sumatra until 2018. According to the Kemenpan-RB, this figure was very high. The large number of children who have dropped out of school and who were not in school have caused exploited children to be found on the streets, accompanying their parents to earn a living, and even being vulnerable to being involved in various juvenile delinquency and other criminal acts.

Based on this fact, the Palembang City Government in 2019, through the Palembang City Education Office, then developed a program to eradicate school dropouts and street children called "The Service Program of You May Not Stop From School" or *Program Layanan Tidak Boleh Berhenti Sekolah* (Poltabes). This program began with the formation of a team to conduct field observations to collect data and outreach to dropouts and out-of-school children. Then followed up with education at a distance school (Filial) for street children and school dropouts located at the Learning Activity Center (SKB) in Palembang city, which is located at Jalan Srijaya KM 5.5 No 896 Srijaya Alang-Alang Lebar, Palembang.

This filial school is original and the only one in Indonesia, and has received awards the Top 45 Public Service Innovations in 2020 which were determined through The Minister for Administrative and Bureaucratic Reform Decree Number 192 of 2020. The uniqueness of this innovation is the existence of a pick-up system for street children and school dropouts to return to school. Free support facilities were also provided in the form of school uniforms, shoes, bags, books, stationery, free Trans Musi cards, counselor assistance, and others. In its implementation, the Palembang City Government collaborates with the South Sumatra Provincial Government and other stakeholders, such as the South Sumatra Provincial Education Office, GIZ Transformation, Palembang City Social Service, Palembang City Civil Service Police Unit, Palembang City Learning Activity Unit, and others totaling 15 stakeholders, as an effort to develop quality formal education services for all residents who cannot attend a school or drop out of school. The teaching and learning system used is guided by the formal education curriculum and the teaching staff comes from formal schools that have competence. Students who attend the Filial School will later get a report card and diploma the same as regular formal schools.

Street children are children who are not supported by their families and are obliged to bear the economic responsibilities of the family by working in the streets and markets. Their home is no longer a place for these children to play or live in. Although the streets are where these children can continue their daily lives, most of them return home at night (Karakus, 2012). The purpose of writing this article is to find out: 1) how the implementation of the service program you may not stop from school, and 2) what are the supporting factors and obstacles to the implementation of the service program you may not stop from school for street children and school dropouts through filial schools in Palembang city.

B. METHODS

The method used was qualitative research. The purpose of qualitative research is to find answers to a phenomenon or question through the application of scientific procedures systematically using a qualitative approach. The research was conducted at a filial school for street children and school dropouts in the city of Palembang. Data was collected through direct interviews with research subjects, consisting one of per each tutor, a party from the Education Office, and filial school students. The selection of research subjects was carried out by purposive sampling method, meaning that the participants who were asked for information were participants who had gone through certain considerations to achieve the expected goals. In addition, the authors also collect data through observations and also documentation of activities related to filial schools for street children and school dropouts in Palembang. Thus, the data collected in this study were in the form of (1) primary data, namely data obtained directly from observations and results of interviews with respondents; and (2) secondary data, namely data obtained from ready-made data, which have been processed by other parties and are usually in the form of publications. Secondary data in this study were obtained from literature studies such as literature or other sources or documents which include an overview of filial schools for street children and school dropouts in the city of Palembang, and other data related to the problems discussed. The data analysis used in this study was the Miles and Huberman model (Sugiyono, 2016). The validity of the research data was obtained by using triangulation techniques, namely by comparing the data from interviews, observations, and documentation.

C. RESULTS AND DISCUSSION

The service program of you may not stop from school is organized based on the Palembang Mayor Regulation No. 20 of 2020 concerning the implementation of filial schools for street children and school dropouts. This filial school can be attended by dropouts who are domiciled in the city of Palembang and who are still of school age according to the level of the student's learning history. Meanwhile, out-of-school residents domiciled in the city of Palembang who have exceeded school age will be channeled to participate in the Package (A, B, C) learning program according to their respective study history. The scope of this Filial School covers the levels of primary and secondary education. This filial school includes Elementary School (SD), Junior High School (SMP), and High School (SMA). Meanwhile, the Package Education Program includes Package A for the Elementary School level (SD), Package B for the Junior High School level (SMP), and Package C for the High School level (SMA).

The purpose of this program is to provide the right to education for street children and school dropouts in the form of formal education. Through this formal education, street children and out-of-school children can still complete their education according to their respective educational levels. This education provides an opportunity for street children and school dropouts to experience the same education as their peers without any treatment that is more or less during the teaching process. This program also presents the same curriculum as formal schools, also equipped with character building, as well as the development of various skills in students. The teachers who teach come from selected state schools.

Data from interviews and observations found that special service education activities for the filial school program were by the objectives of the filial school program, namely to provide education rights for street children and out-of-school children in the form of formal education, through this formal education street children and school dropouts can still complete their education according to their respective educational levels.

1. Implementation of Poltabes for Street Children and Out of School Children in Palembang City

The service program of you may not stop from school is a special school for street children and school dropouts that guarantees the quality of education using the Filial School method. The main schools are determined by the city government through Palembang Mayor Regulation no. 159 / KPTS / DISDIK / 2020 concerning the Determination of the main school in filial schools for street children and school dropouts. The main school for elementary education is

SDN 238 Palembang, and the main school for junior high school is SMP 19 Palembang. The main schools for high school education are SMA Negeri 11 Palembang and SMK Negeri 7 Palembang. Students at this filial school also get facilities to attend school including school uniforms, shoes, bags, books, stationery, free Transmusi cards, and counselor assistance. In the early years of the program's implementation, 193 school-age children were accepted by the school and 264 people who passed the school-age limit were distributed to the Education Package. The provision of skills/expertise received by the Filial School students includes computers, sewing, welding techniques, electricity, and machinery.

The steps for implementing Poltabes are: 1) identification and assessment of street children and school dropouts in the city of Palembang; 2) education management arrangements; 3) students acceptance; 4) setting curriculum and teaching materials; 5) the implementation of learning is carried out in a classroom like a formal school at the Learning Activities Center (SKB) Palembang. However, teachers prefer to use a personal approach which is considered more effective, because it can build children's trust and feel comfortable with the attention of the teacher; 6) assessment and graduation; 7) educators and education staff: a) teaching staff are teachers, and b) education staff; 8) educational infrastructure: a) infrastructure for learning activities, and b) learning facilities and other supports; 9) institutional cooperation is carried out with various relevant stakeholders, such as government agencies, State Owned Enterprises (BUMN), Regional Owned Enterprises (BUMD), institutions, and NGOs.

The service program of you may not stop from school is managed by involving several elements, namely: 1) Provincial Education Office (PK-PLK Sector)/Regency/City; 2) Learning Activities Center for the Non-Formal Education Unit of Palembang City (SKB SPNF); 3) the Main school; 4) school committee; 5) school supervisors, and 6) accompanying teachers.

The duties and functions of the Education Office in the management and implementation of this special service education are: 1) evaluating applications submitted by the Education Office of Palembang City's School Dropout Alleviation Team; 2) entering into cooperation agreements with stakeholders; 3) verifying the place for learning activities for street children and school dropouts who apply for special education services; 4) determine the main school and place for learning activities; 5) provide guidance, monitoring, and evaluation of the implementation of special education services for street children and school dropouts.

The duties and functions of the Learning Activities Center for the Non-Formal Education Unit of Palembang are: 1) as a place for providing special service education for street children and school dropouts in Palembang; 2) to formulate a plan for the implementation of education; 3) together with the Resource Center (RC) to identify and assess and find educational needs for street children or school dropouts; 4) facilitate the availability of adequate facilities and infrastructure, and 5) monitor and evaluate the implementation of special service education.

The main school's duties and functions are 1) preparing curriculum and learning materials; 2) preparing teaching staff; 3) administering examinations, managing and reporting learning outcomes, and issuing report cards and diplomas; 4) managing student master documents, and 5) facilitate the transfer of student learning to other schools.

The school committee at the main school has a role in socializing open schools in primary and secondary education networks and developing networks in the context of developing facilities and infrastructure and financing education for special services for street children and school dropouts in the city of Palembang. School supervisors play a role in carrying out monitoring and evaluation as well as supervision in the context of mentoring and fostering the implementation of special education services for street children and school dropouts in the city of Palembang. The assistant teacher from the main school assigned to carry out the teaching and learning process at the place for learning activities has the main task of planning and implementing learning and evaluating learning outcomes by the applicable curriculum.

a. *Curriculum and Teaching Materials*

The curriculum used in special service education in SKB SPNF is the curriculum at the main school, including: a. curriculum structure; b. curriculum content; c. educational calendar; d. syllabus; e. lesson plan with flexible curriculum principles (adjustments in terms of content, time, and method). Teaching materials are in the form of textbooks, dictation, modules, and technology-based teaching materials that can be accessed offline.

To ensure quality, monitoring and evaluation are carried out in the form of (1) Academic supervision, with targets; administrative completeness, learning process, and administration; (2) Managerial internal supervision with targets; to support the achievement of standards for educators and education personnel, infrastructure, management, and financing. This monitoring is carried out by: (1) School Supervisors; conduct supervision of teaching and learning activities; (2) Education Office; monitoring and evaluation the implementation of education in

general; (3) Transformation of GIZ-Kemenpan RB RI; money on activities and the availability of school infrastructure. E Evaluation and results of monitoring activities will be input for institutions and related parties to improve service quality.

b. Evaluation

The assessment of student learning outcomes in the filial school program includes the competence of attitudes, knowledge, and skills which are carried out in a balanced manner so that it can be used to determine the relative position of students to the minimum learning completeness that has been determined. Assessment of learning outcomes is carried out in the form of 1) daily assessment, mid-semester assessment, and end-semester assessment conducted by accompanying teachers under the coordination of the main school; 2) the National Standard School exam is conducted by the parent school.

The increase in the level of students is determined by the increased criteria that apply at the parent-school. Special service students are declared passed if they have passed the school exam/education unit exam according to the criteria applicable at the parent-school. For students who have not met the competencies / have not passed, they are required to re-take the exam the following year.

c. Program Success

The criteria for the success of the filial school program can be seen from the results of the learning process and learning outcomes. The success of the learning process can be seen in the attendance of students at school and the ability of students to actively participate in learning activities. The criteria for achievement of learning outcomes can be seen from the achievement of the cognitive domain, the achievement of the affective domain, and the achievement of the psychomotor domain.

Street children and out-of-school children can still complete their education according to their respective educational levels. In addition to attending school, street children and school dropouts are also given personality development activities such as computer training activities, sports coaching activities, Pencak silat coaching activities, children's saropel development activities, creative dance development activities, as well as several Islamic activities that are instilled in the students. Street children and school dropouts can experience the same education as their peers without any less or more treatment during the teaching process. The Filial school program has succeeded in bringing its students to continue at the next higher level of education.

Data for filial school students for street children and school dropouts in Palembang can be seen in Tables 1 and 2.

Table 1. Data on Total Student Admissions for Palembang Filial School

No	Level	Academic Year		
		2019-2020	2020-2021	2021-2022
1	Elementary School	23	31	30
2	Junior High School	66	46	22
3	Senior High School	89	93	60

Table 2. Data on the Number of Graduates of the Palembang Filial School

No	Level	Academic Year		
		2019-2020	2020-2021	2021-2022
1	Elementary School	6	1	The students have not completed the exam yet.
2	Junior High School	22	20	
3	Senior High School	21	23	

Table 1 shows that from 2019 to 2022 as many as 84 elementary school students, 134 junior high school students, and 242 high school students were registered as students at the Filial Palembang school through the no-stop school service program for street children and school dropouts in the city of Palembang. Furthermore, Table 2 shows as many as 7 elementary school students, 42 junior high school students, and 44 high school students, with a total of 93 students who have completed formal education at the Palembang Filial School through the service program of you may not stop from school for street children and school dropouts in the city of Palembang.

d. Learning Implementation

Tutoring services carried out in special service education for street children and school dropouts in the city of Palembang use a dual-mode organizing system, namely face-to-face classical and independent learning. The face-to-face learning method is carried out by the rules required in the standard process, namely through a scientific approach in accordance with the Core Competencies and Basic Competencies designed in the Learning Implementation Plan. Classical face-to-face meetings are carried out by accompanying teachers from the main school with the number of teaching hours for visiting educators adjusted to the conditions for street children and school dropouts in the city of Palembang, including the availability of study rooms and the amount of available study time, without reducing the achievement of Core

Competencies and Basic Competencies of each subject. Meanwhile, independent learning is a learning activity for students independently according to the tasks given by the accompanying teacher to adjust the semester program (promissory note) with learning outcomes. Encouragement/motivation, monitoring, and guidance are always carried out by the civil servant teacher so that independent learning activities can take place effectively and in a coordinated manner. The independent learning method is expected to have a good impact on self-development, namely so that students can: a. have the ability to take the initiative; b. able to overcome problems, obstacles, and challenges; c. have a strong sense of self-confidence; d. able to do something without the help of others, and e. have a high competitive desire.

The learning approach at the Filial school uses the concept of mastery learning, which is a learning system that prioritizes the level of mastery of certain competencies for each student. Learning is carried out flexibly in terms of content/learning materials, time, and strategies.

e. Institutional Cooperation

Institutional collaboration in implementing the Palembang Filial school includes: 1) The South Sumatra Provincial Education Office, as the provider of high school level education, recommends SMAN 11 Palembang as the main school; 2) Transformation of GIZ as a companion to public service innovation; 3) UPTD BLK PPKT Disnakertrans South Sumatra Province as a unit for providing skills/expertise; 4) Social Service of Palembang city as a companion for social problems for children; 5) The Manpower Office of Palembang city trains and provides skills/expertise; 6) The Office of Women's Empowerment, Child Protection and Community Empowerment provides guidance and assistance to children; 7) The Palembang City Civil Service Police Unit assists in the screening and security of street children; 8) Palembang City Learning Activity Center as the center for the activities of the Filial school for street children and out-of-school children in Palembang; 9) The office of the Ministry of Religion of Palembang city as a guide and guidance for religious activities; 10) Palembang Jaya Development Facilities as a partner in providing transportation facilities for students using the Transmusi Free Card; 11) Junjung Birru Social Institution as a companion for foster children's communities, and building a movement for loving the environment; 12) The Indonesian Family Planning Association, South Sumatra, provides assistance, counseling and clinical services; 13) Intan Maharani Palembang Foundation conducts outreach and assistance to marginalized communities; 14) The Save Street Child Palembang Association (Palembang Street Child

Rescue Community) provides assistance to street children; 15) Students of Teaching Volunteer from Faculty of Tarbiyah and Teacher Training of UIN Raden Fatah Palembang as a community of teaching volunteers. A good collaboration from all stakeholders maximizes the achievement of innovation goals, it can be seen in the number of dropouts who can be captured in the Palembang city dropout program.

f. Availability of facilities and infrastructure

The availability of space and facilities in the SKB is sufficient enough to be used as a place for the teaching and learning process for street children and school dropouts in the city of Palembang. This is evident from the results of interviews with respondents who all expressed satisfaction with the facilities and infrastructure provided by the SKB. Space comfort is one of the factors that the information provided can be absorbed properly. The forms of support provided by stakeholders to the Filial School of Street Children and School Dropouts are:

The South Sumatra Provincial Education Office provides support for all forms of activities related to the implementation of filial schools for street children and school dropouts. The South Sumatra Public Service Innovation Network provides assistance in administering filial schools for street children and school dropouts, opens access to consultations, and opens access to local, regional, national, and international networks. Transformasi-GIZ-KEMENPANRB RI provides assistance in administering filial schools for street children and school dropouts, opens access to consultations, and opens local, regional, national, and international networks. UPTD BLK PPKT Disnakertrans South Sumatra Province provides access and training infrastructure to improve skills for street children and out-of-school students, provides 13 vocational skills training programs for street children and school dropouts, and provides Mobile Training Unit (MTU).

The Social Service of the city of Palembang cooperates with several parties including the SAT POL PP of Palembang City, the Indonesian Family Planning Association, and the Intan Maharani Foundation to help recruiting street children and out-of-school children to be recruited as filial school students for street children and dropouts schools, helping to deal with various social problems related to street children and school dropouts attending filial schools. Students of this filial school also receive training programs on various skills and expertise ready to work, as well as get information and access to the world of work, business, and industry from the

Manpower Office of the city of Palembang. Street children and school dropouts who become filial school students certainly receive protection through programs and regulations from the Office of Women's Empowerment, Child Protection, and Community Empowerment of Palembang City; received spiritual guidance from the Office of the Ministry of Religion of the City of Palembang. At the filial school, a Tahfidz school was also established for street children and school dropouts.

g. *Human Resources*

Human resources (HR) in question is the competence of educators in special service education in filial schools. There are two teaching staff in the filial school program, namely assistant teachers from the main school who work according to the filial school's learning schedule. The second is the tutor teacher who is appointed by the head of the SPNF SKB whose task is to assist the accompanying teacher outside the accompanying teacher's learning schedule.

The data obtained show that the human resources who are the facilitators for filial school education have met the required competency criteria. The competence of teachers required for the filial school program is the same as the competence of teachers in other public schools, namely having professional, pedagogy, personality, and social competencies. This filial school program has been running for 3 (three) years, from 2019 until now. The teaching staff who teach are experienced teachers from selected state schools. The material provided is adjusted to the applicable educational curriculum at the main school. Other activities at the filial school are extracurricular activities such as scouts and flag raisers, and sports activities such as futsal, basketball, badminton, and pencaksilat. Information from respondents indicates that all resources involved in the special service education program at the SPNF SKB are competent resources in their fields. The drawback is that there are no experts or professionals in the development of expertise skills.

h. *Characteristics of the students*

The main objective of this filial school program is to provide access to formal education for street children in the city of Palembang so that their right to formal education is fulfilled. Through this formal education, street children and out-of-school children have the opportunity to attend school and still be able to complete education according to their respective educational levels. This education provides an opportunity for street children and dropouts to experience the same education as their peers without any less or more treatment during the teaching process.

The determination of students is carried out through an identification and assessment process. Identification and assessment in the form of identification of age diversity and the location of the dropout point of prospective students (street children and dropout children) in this filial school are carried out to determine the learning program that needs to be carried out for each individual. This needs analysis is carried out by the filial school together with the Resource center technical team. This needs analysis through identification and assessment is used as the basis for determining educational learning programs in filial schools. This filial school can be attended by dropouts who are domiciled in the city of Palembang and who are still of school age according to the level of the student's learning history. Meanwhile, out-of-school residents domiciled in the city of Palembang who have exceeded school age will be channeled to participate in the Package (A, B, C) learning program according to their respective study history.

i. *Program Budget*

The filial school is a formal education service for street children and school dropouts in the city of Palembang. The filial school is a breakthrough program that ensures inclusive, quality, and equal education, meaning that it supports learning opportunities, especially for those who are vulnerable to dropping out of school because they are street children. The learning process is carried out referring to the formal school education curriculum, but the personal approach of the teacher is more emphasized in the form of mentoring for mental recovery and building enthusiasm for learning. Administratively, students are registered online in the basic education data system so that there is no difference from other students in public schools. The existence of information technology support makes the learning process run more effectively.

The budget needed for the implementation of this program comes from the budget attached to the main school, both from the APBN in the form of School Operational Assistance (BOS) funds with an elementary level of Rp. 900,000 per child/year, SMP Rp. 1,100,000 per child/year. and SMA Rp. 1,500,000 per child/year as well as funds sourced from the APBD through the Education Office of the City of Palembang.

Many parties contributed, starting from the Governor of South Sumatra providing additional income for teachers and providing Umrah rewards for teachers and filial school managers; The Ministry of Education and Culture provides financial assistance, the South Sumatra Province Youth and Sports Office provides sports equipment assistance, PT. PLN

(Persero) provides sound system equipment assistance, BRI provides financial assistance and computer laboratory equipment, reading books from regional libraries, and so on.

2. Supporting and Inhibiting Factors in the Implementation of Poltabes Palembang

The success or failure of a program or activity is strongly influenced by its supporting factors, both internal and external. In this change project, the factors supporting the success of this program are: 1) the support from the Palembang City Government (Mayor); 2) Strong commitment from change actors and policymakers in implementing change projects for the better; 3) Human Resources (HR) are reliable and adequate in number or proportionally; 4) there is an understanding and alignment of steps from stakeholders in achieving common goals and has been stated through the MoU; 5) there is a sense of responsibility from actors (key stakeholders) who are directly involved in the change project; 6) the availability of adequate facilities and infrastructure in the process of implementing the change project; 7) There are children who drop out of school have a strong commitment to continue their education again.

Meanwhile, the inhibiting factors for the implementation of Poltabes Palembang include: 1) the refusal of the child's parents to obtain an education which is more likely to send their children to work on the street; 2) it is difficult to get the child to go to school because they are used to playing on the street; 3) the difficulty of changing the attitude of the street children who are used to being rude on the street; 4) the learning process is not conducive because the scope of learning on the streets is too noisy; 6) allows students who study in the classroom to be filled by children who look punk and wild; 7) there is a network of child exploitation so that institutions find it difficult to provide education to street children; 8) it is difficult to establish good communication with them because they are used to living on the streets; 9) can be used by children studying in private schools, by quitting their original school: with the aim of being able to transfer to a public school; and 10) the process of achieving the minimum completeness criteria (KKM) is more difficult due to physiological conditions (physical conditions of children which sometimes make them inferior, such as men with earrings, wearing tattoos, dirty conditions, etc.), and psychological conditions (psychological conditions, talents, interests, intelligence, and children's motivation).

Strategies that can be done to overcome both internal/external obstacles in the implementation of Poltabes are by making approaches, both with parents, street children, and school dropouts as well as the parties involved, guiding potential development, directing

interests/talents, building intelligence, and continue to maintain the motivation of street children and school dropout students.

This special service in the form of filial schools for street children and school dropouts is held to provide access to education for the entire community, including marginalized community groups who come from street children and school dropouts. The results of the study found that the fulfillment of the right to education for street children and school dropouts through the Filial school program at SKB Palembang has been going well. Until the end of the 2020/2021 academic year, the implementation of this filial school program has had an impact, including successfully reducing the Palembang City dropout rate from 1,278 cases to 491 cases (PDSPK, 2022), thus supporting an increase in the average length of schooling which was initially 10.37% to 10.52% and supports the increase in the Human Development Index of Palembang City from 77.89% to 78.44% (BPS, 2020). Poltabes' innovation also has an impact on changing the behavior and actions of street children and school dropouts in a more positive direction, both in attitude and appearance. It is not surprising that at the 2020 Public Service Innovation Competition held by the Kemenpan-RB, Poltabes innovation was included in the Top 45 in Indonesia. Poltabes' innovation is in line with the Sustainable Development Goals (SDGs) in the field of education, namely ensuring inclusive and equal quality education, as well as supporting lifelong learning opportunities for all.

The implementation of coaching is carried out through filial schools such as formal and informal lessons aimed at school education so that when they graduate they can face their future with hope. In addition, the system cannot force anyone to change, unless the individual is willing to change, the institution only supports them by providing teaching but success can be achieved if the individual desires (Inderbitzin, 2006). The guidance or coaching of special service education programs for street children and school dropouts is a means that supports the success of the state in making street children and school dropouts become members of the community who have personalities and have life skills. Filial schools play a role in fostering street children and out-of-school children, treating street children and dropouts to be better, what needs to be fostered is the personality of street children and school dropouts, generating a sense of self-esteem and developing a sense of responsibility. to adjust to a peaceful and prosperous life in society, so that it has the potential to become a person with high personality and morals.

The implementation of special service education programs for street children and school dropouts follows the formal education path in the form of filial schools, the difference being that students are children who are no longer registered in certain schools, which are attached to the regulations that apply in educational institutions. This program recognizes the learning experiences that have been passed/achieved in accordance with the evidence in the form of learning outcomes documents from previous schools. RI Law No. 23 of 2002 became one of the foundations for the Palembang city government to protect and empower the nation's children, including street children who incidentally lacked their rights as a child through special service education programs for street children and school dropouts, where Article 21 states that the state and government are obliged and responsible for respecting and guaranteeing children's human rights without distinction of ethnicity, religion, race, class, gender, ethnicity, culture and language, the legal status of children, child's birth order, and physical and/or physical conditions or mentally.

The principles of developing special service education programs for street children and school dropouts in Palembang tend to be oriented towards academic skills and life skills, including: 1) shaping the personality/character of students through faith, piety, and noble character; 2) accommodate all subjects to be able to support the improvement of personality/character; 3) enable the development of the potential diversity, interests and talents, intellectual intelligence, and kinesthetic learners optimally; 4) according to the demands of the National Education Standards; 5) skills that need to be developed include: personal, social, academic, and vocational skills; 6) accommodate various levels of competence based on learning experience and coaching period; 7) bridge the possibility of attending secondary education to completion.

In practice, the competence of human resources, especially human resources in charge of providing learning in the Filial School program, in this case, the civil servant teachers, and accompanying teachers are very competent in their fields. Educators who provide learning materials on average have worked at the main school for more than 15 years, so they have mastered the understanding of the characteristics of students and learning materials. The educational background of the educators as facilitators is quite competent, both formal education and training and workshops that are followed. 100% of the teaching staff are at the S1 level and some are at the S2 level. Cooperation with the parent school and stakeholders is

well established. The Palembang City Government through the Education Office provides support in the form of facilities and infrastructure to support the learning process and the equipment needed for this program. It is evident from the existing facilities have increased from year to year both in terms of quantity and quality. The facilities and infrastructure for the filial school program are also quite adequate, the results of interviews with all respondents stated that they were satisfied with the facilities and infrastructure provided. The Education Office provides facilities for the implementation of this activity by procuring goods and equipment for activities according to the needs of students based on proposals from the parent school. Network and internet facilities in the computer laboratory room are available smoothly. A comfortable classroom is also one of the supporting factors for street children and school dropouts in participating in the learning process.

In terms of governance, this innovation can build a formal education system that can be enjoyed by all citizens through a more effective Filial School for Street Children and Out-of-school Children in Palembang City, by building collaboration between the Palembang City Education Office and other stakeholders as an effort to develop formal education services. quality for all residents who cannot go to school or drop out of school. Where the teaching and learning system is guided by the formal education curriculum and the teaching staff comes from formal schools that have competence.

In the aspect of general administration, this innovation can increase the learning participation of citizens who previously could not go to school to get a diploma, now they have the opportunity to finish elementary, junior high, and high school education so that they will get a formal education diploma. The formal education certificate received makes it easier for them to continue to the next level of education or be used to get a more decent job. A formal education certificate can eliminate the stigma that street children and school dropouts have been considered a social problem.

In the aspect of public services, this innovation can facilitate the bureaucracy in providing access to quality formal education services for all citizens who are not in school or drop out of school through the support and assistance of facilities, thereby ensuring the right of all citizens to obtain public services in the field of quality and inclusive education.

In addition, the program to eradicate school dropouts through filial schools for street children and school dropouts in Palembang is very innovative because it is able to build

collaboration between the Education Office of Palembang City and related stakeholders, to invite and encourage children who are not in school and drop out of school to return to the teaching and learning process, active, creative, and innovative activities, including intra-curricular, co-curricular, and extra-curricular activities that can shape the attitudes, knowledge, and skills of learners, most of whom come from street children and school dropouts.

D. CONCLUSIONS

Based on the description of the research results that have been discussed in the previous chapter, it can be concluded that Poltabes has been able to provide many benefits as indicated by the sense of community satisfaction, where all levels of society with all economic conditions, family conditions, and residence and domicile locations can receive a formal education quality. Through Poltabes, street children and school dropouts get the opportunity to go to school, students get report cards, diplomas, and certificates of skills/expertise, and get increased character building. Street children and school dropouts also have the opportunity to continue their education to a higher level. There is an opportunity to reach their dreams and get decent jobs for street children and school dropouts. Poltabes has created an equal distribution of education in the city of Palembang, reduced the dropout rate, increased the GER/APM of education, reduced the rate of juvenile delinquency and crimes committed by street children and school dropouts, and reduced the number of street children and school dropouts in the city of Palembang.

Several factors supporting this filial school program include: 1) the support from the Palembang City Government (Mayor); 2) a strong commitment from change actors and policymakers in implementing change projects for the better; 3) Human Resources (HR) are reliable and adequate in number or proportionally; 4) there is an understanding and alignment of steps from stakeholders in achieving common goals and has been stated through the MoU; 5) there is a sense of responsibility from actors (key stakeholders) who are directly involved in the change project; 6) the availability of adequate facilities and infrastructure in the process of implementing the change project; 7) There are children who drop out of school have a strong commitment to continue their education again.

Several factors inhibiting this filial school program include: 1) the refusal of the child's parents to obtain an education which is more likely to send their child to work on the street; 2)

it is difficult to get the child to go to school because they are used to playing on the street; 3) the difficulty of changing the attitude of the street children who are used to being rude on the street; 4) the learning process is not conducive because the scope of learning on the streets is too noisy; 6) allows students who study in the classroom to be filled by children who look punk and wild; 7) there is a network of child exploitation so that institutions find it difficult to provide education to street children; 8) it is difficult to establish good communication with them because they are used to living on the streets; 9) can be used by children studying in private schools, by quitting their original school in order to be able to transfer to a public school; and 10) the process of achieving the minimum completeness criteria (KKM) is more difficult due to physiological conditions (physical conditions of children which sometimes make them inferior, such as men with earrings, wearing tattoos, dirty conditions, etc.), and psychological conditions (psychological conditions, talents, interests, intelligence, and children's motivation).

The suggestions in this study are that the Filial school program is recommended to complete facilities in the form of residential dormitories for students and strive to fulfill equal rights for street children and school dropouts to get the Smart Indonesia Card (KIP), the facilities provided by the government. It is a form of the government program to help people get a proper education.

REFERENCES

- Awatey, S. (2014). Assessing the Effects of Streetism on the Livelihood of Street Children: A Case Study of Kumasi (in Ghana). *Research on Humanities and Social Sciences*, 4(9): 165-174.
- Badan Pusat Statistik (BPS). (2020). *Seri Publikasi Indeks Pembangunan Manusia [Human Development Index Publication Series]*. ISSN/ISBN: 2086-23692020.
- Hai, A. M. (2014). Problems Faced by the Street Children: A Study on Some Selected Places in Dhaka City, Bangladesh. *International Journal of Scientific & Technology Research* 3(10): 45-56.
- Hossain, S. A. (2016). Socio-Economic Status of the Street Children. *International Journal of Social Work*, 3(1): 42-49.
- Inderbitzin, M. (2006). Lessons From a Juvenile Training School: Survival and Growth. *Journal of Adolescent Research*, 21(1): 7-26.
- Karakus, Mulazim. (2012). Socio-Cultural Situation of Street Children and Their Expectations about Future (Example of Diyarbakir City). Abant Izzet Baysal University Turkey. *International Journal of Business and Social Science*. Vol. 3.No. 16: 278.
- Law of the Republic of Indonesia Number 39 of 1999 concerning the Human Rights
- Law of the Republic of Indonesia Number 23 of 2002 concerning Child Protection

Law of the Republic of Indonesia Number 20 of 2003 concerning the education system

Myburgh, C., Moolla, A., & Poggenpoel, M. (2015). The Lived Experiences of Children Living on the Streets of Hillbrow. *Curationis*, 38(1): 8.

Palembang Mayor Regulation No. 20 of 2020 concerning the implementation of filial schools for street children and school dropouts

Pusat Data dan Statistik Pendidikan dan Kebudayaan/PDSPK [Center for Education and Culture Data and Statistics/PDSPK]. (2019). http://portal.disdik.palembang.go.id/Selfi_Anjal_APS

Rafi, S., Ali, M., & Aslam, M. A. (2012). The Problem of Street Children: Case Study of Sargodha City. *American International Journal of Contemporary Research*, 2(2): 194-197.

Sudiyono. (2009). *Ilmu Pendidikan Islam*. Jakarta: Rineka Cipta.

Sugiyono. (2016). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.

The Ministry of Education and Culture. *Statistik Kementerian Pendidikan dan Kebudayaan* (Kemendikbud) 2018.

The Minister for Administrative and Bureaucratic Reform Decree Number 192 of 2020 concerning the Top 45 Public Service Innovations in 2020.

The 1945 Constitution of the Republic of Indonesia.

