

Casework Method: Increasing the Self-Confidence of School Dropout Street Children

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ABSTRACT

Dropping out of school is a phenomenon that still occurs frequently in Indonesia, where children are forced to leave education for various reasons, such as economic problems, a less conducive environment, or a lack of self-motivation. This condition is vulnerable to street children. Therefore, efforts to build self-motivation and develop skills are very important in increasing the self-confidence of out-of-school children. This research aims to determine the results of providing self-motivation and skill development in increasing the self-confidence of out-of-school children. The method used is a qualitative approach with in-depth interview techniques and participatory observation of out-of-school children involved in skills training programs, with an intervention method using Solution Focused Brief Therapy (SFBT) counseling. The data obtained was analyzed descriptively to identify factors that influence the self-motivation, skill development and self-confidence of out-of-school children. The research results show that strong self-motivation, such as the desire to develop oneself and achieve success in the future, as well as developing skills relevant to the interests and talents of out-of-school children, has a positive influence on their self-confidence. Skills training programs involving out-of-school children have proven effective in increasing their self-motivation and skills, thereby having an impact on increasing self-confidence in facing life's challenges.

Keywords: Self-motivation, self-confidence, street children, school dropouts

INTRODUCTION

Education is an important thing for life, education is not only shown so that someone becomes smart and expert in a certain thing. Education is also used in the process of forming students' character, learning in the application of character, morals and developing students' talents and also to develop skills that students do not yet have or already have. According to Moses (2012), education is the process of systematically transferring education from one person to another according to programmed goals. With this transfer of knowledge, it is hoped that there will be changes in attitudes, maturity and skills.

Education plays an important role in life, education is not only done for a limited time but education is done for a long time. This statement is in accordance with the opinion of (Ariyani, 2018), namely that education is an important part of human needs, because education is lifelong. According to Ihsan (2008) elementary school is an educational program implemented over a period of 6 years. Basic education plays an important role in the continuation of a child's educational process. Primary school education has the aim of laying the foundation of intelligence, knowledge, personality, noble character, and skills for living independently and pursuing further education.

According to Dalle in Hafid, et al. (2014) education is a conscious effort carried out by adults through guidance, learning and training activities, which take place at school and outside school throughout life to prepare students so that they can prepare themselves to face life in society. In the book *Education for National Development* written by (Muhammad Ali, 2009: 33) it is stated that there are 2 advantages of primary education, namely: 1) The parties involved, namely students, will be equipped with basic abilities such as reading, writing, arithmetic and critical thinking, the ability in the use of science and technology, the ability to communicate with others through this basic education. And 2). Basic level education will provide a basis for preparation for higher education in the future, basic level education will have an influence on studies at a higher level in the future.

Even though it is known that education is very important for children, the number of children dropping out of school is still very high. According to BPS 2023 data, the school dropout rate is 0,67% (Elementary school), 6,93% (Junior high school), dan 21,61% (Senior high school). This figure is certainly very large and is a social problem that is quite serious to be addressed. One category of children who are vulnerable to dropping out of school are street children.

Based on the type of PPKS (Pemerlu Pelayanan Kesejahteraan Sosial) in accordance with Permensos No.5 2019

concerning Integrated Social Welfare Data Management there are 26 types of PPKS, namely: neglected children under five, abandoned children, children in conflict with the law, street children, children with disabilities, children who are victims of violence, children who need special protection, neglected elderly, people with disabilities, homeless people, homeless people, beggars, scavengers, minority groups, former inmates of correctional institutions, people with HIV/AIDS, victims of drug abuse, victims of violence, migrant workers with social problems, victims of natural disasters, victims of social disasters, women vulnerable to socio-economic problems, the poor, families with problems social psychology, and remote indigenous communities. Street Children are one type of PPKS stated in the Permensos.

Street children are one type of PPKS who are vulnerable to dropping out of school. The problem of dropping out of school that they experience can cause street children to lose opportunities for educational rights which will affect the way they interact socially, resulting in a limited loss of job opportunities and better life prosperity in the future. Therefore, efforts are needed to provide social services to street children who have dropped out of school so that they can return to school. Street children must be given motivation, enthusiasm and aspirations to change their lives for the better. However, this can be done if they stay in school or get an education. Only with education can they change poverty and become better. This is because children are assets and the nation's next generation. One way is to improve educational services for street children.

The caseworker in this case is tasked with providing social services to one of the clients who is a street child who has dropped out of school to find out the background of the street child, what actually caused him to drop out of school, what interventions can be provided, what programs are appropriate to the client's problems, as well as what the goals and expectations are of providing treatment to clients. In this way, it is hoped that street children who have dropped out of school can return to school again.

METHOD

The method used is a qualitative approach with in-depth interview techniques and participant observation of out-of-school children involved in skills training programs. In the assessment stage, practitioners adopt biopsychosocial-spiritual theory and behavior change theory to find out more about the client and their environment. At the intervention stage, the method used is Solution Focused Brief Therapy (SFBT) counseling.

RESULT AND DISCUSSION

Komunitas peduli anak (KOPA) is an organization in the form of a Non-Governmental Organization (NGO) which operates in the fields of Social, Educational, Religious and Social Welfare of Families and Children. From the experience of handling street children and problem children during the founding of a social foundation in the field of children, Syafri Tanjung and his colleagues formed thThis institution was founded in 2005 and was born on the basis of the welfare and independence of street children and problematic children such as orphans, autistic children, as well as children whose parents work as street vendors (small traders) and whose parents are divorced/broken home. KOPA does not accommodate street children into their organization, but rather the children remain and grow up with their families and KOPA will supervise, control, guide and attend to the problems encountered by street children using its own methods and techniques so that the children can be assessed. Apart from that, KOPA also provides social services to families, because KOPA realizes that prosperous families will produce prosperous children too.

Based on KOPA's background, the intern became interested and finally chose KOPA to be the place for the practice which would be carried out for approximately three months, and implemented social service practices for one of KOPA's children who was a street child who had dropped out of school.



STREET CHILDREN

UNICEF defines street children as: Street children are those who have abandoned their homes, schools and immediate communities before they are sixteen years of age, and have been driven into a nomadic street life "(street children are children under 16 years of age who have abandoned away from family, school and the immediate community, immersed in life moving around on the highway)". Meanwhile, in the book "Psychosocial Intervention" (Department of Social Affairs 2011:20), street children are children who spend most of their time roaming the streets or in other places.

The results of research by the Indonesian Ministry of Social Affairs with UNDP in Jakarta and Bandung (BKSNI, 2000) differentiate into 4 categories, including:

1. Children who live/living on the street, with criteria between 2-4), street children in others:
 - Breaking up with family / not seeing family for a long time
 - Spend 8-10 hours a day "working" (begging, busking, etc.), the rest wandering or sleeping on the street
 - No longer attend school
 - Aged between 14 years.
2. Street children who work on the streets, criteria include:
 - Have irregular contact with family
 - 8-16 hours on the road
 - Renting a house with friends/relatives/family. Generally live in slum areas
 - No longer attend school
 - Occupation: newspaper seller, hawker, bus washer, scavenger, shoe shiner, etc
 - Average age is about 16 years.
3. Children who are vulnerable to becoming street children, with criteria including:
 - Meet every day with parents and live with the family.
 - Spend between 4-5 hours on the street for activities to earn money/extra income.
 - On average still in school/out of school
 - Occupation: Newspaper seller, shiner, busker.
 - Between 11-15 years old.
4. Street children over 16 years of age, with criteria including;
 - They are on the streets looking for work, or are still unable to find a job.
 - Generally they have graduated from elementary school and some even go to junior high school. They are usually urbanites who follow adults (parents or siblings) to the city.
 - Their jobs are usually washing buses, shining shoes, carrying groceries (porters), hawking. buskers, beggars and scavengers.

BIOPSYCHOSOCIAL THEORY

The view of this theory is that humans must be seen as a whole from biological, psychological, sociological and spiritual aspects in understanding their social functioning. Because this theory believes that human biology, psychology, sociology and spirituality can influence human behavior and have an important role in human social functioning and social dysfunction. Social workers can use this theory at the initial approach stage when interviewing clients for the first time to find out a comprehensive picture of the client and their family from the BPSS (Biological, Psychological, Social and Spiritual) perspective, so that social workers can assess the client's problems well and precisely. If the social worker is not precise in gathering information, it will affect the preparation of the intervention plan. Practitioners consider this theory important to use in assessing clients so that practitioners can find out more deeply what the client's needs and potential are to be able to continue

their schooling.

BEHAVIOR CHANGE THEORY

Practitioners see that behavior change theory in the context of the behavior of street children who have dropped out of school is very necessary to look more deeply at the client's visible behavior and is influenced by the surrounding environment, his friends and his family. Practice collecting data and information in order to understand the situations and behavior that street children present and the impacts they may have. From there, the practitioner assesses the client's behavior which can be changed and supported as an effort to continue their education, as well as avoid behavior that hinders the client's self-exploration. Practitioners believe that every individual can definitely make better behavior changes.

Behavior change theories used include:

1. Social Learning Theory

Social cognition theory by Albert Bandura (1986) explains that changes in a person's behavior can be influenced by environmental, personal/personal factors and the characteristics of the behavior itself. Individuals must believe in their ability to make behavior changes and see the impact resulting from changing their behavior, and feel that there is a greater positive impact as an effect of changing their behavior for themselves.

2. Green's Theory of Behavior Change Factors

Green's theory (1991) says that there are three factors that can influence behavior change, namely:

- Determining factors include a person's knowledge, attitudes, beliefs, values and perceptions which form the basis of individual or group motivation to act.
- Supporting factors include the skills and resources needed to support behavior.
- Driving factors, namely those that strengthen changes in someone's behavior due to other attitudes and behavior.

SOLUTION FOCUSED BRIEF THERAPY (SFBT).

The assumption in SFBT is that humans are competent, healthy, and capable of designing solutions so that they can focus on solutions and act to realize these solutions rather than continuing to focus on problems. There are several basic assumptions of SFBT according to Corey (2005):

1. Individuals who come to therapy are able to behave effectively even though this effective behavior may be temporarily hindered by negative views.
2. There are advantages to a positive focus on solutions and on the future.
3. There is denial for every problem. By discussing these denials, the client can control what seems to be an insurmountable problem, this denial allows for the creation of a solution.
4. Clients often only show one side of themselves, SFBT invites clients to investigate other sides of the story they are showing.
5. Small changes are the way to get bigger changes. Each problem is solved once in one step.
6. Clients who want to change have the capacity to change and do their best to make that change happen.
7. Clients can be trusted in their intention to solve the problem. Each individual is unique and so is each solution.

Walter and Peller 1992 (in Corey, 2005) describe four steps that characterize the SFBT process:

1. Finding what clients want rather than looking for something they don't want
2. Don't look for problems and don't try to discourage clients by giving them diagnostic labels.
3. If what the client is doing is not making progress, the counselor encourages them to experiment by doing something different.
4. Summarize the therapy process for each session so that it looks like the only session or the last session.

SOCIAL WORK METHODS

In this practicum, practitioners use the Micro intervention method (casework) according to Skidmore Thackeray, and Farley

(1994) in dealing with street children who have dropped out of school. The stages from Skidmore Thackeray, and Farley 1994 (in Adi, 2013) use a casework process into four stages, namely:

1) Research Phase

The stage where the caseworker approaches (engagement) with the client. Also at this stage, the caseworker explains and gives the client the understanding that the client himself will determine the outcome of the therapy carried out. Next, the client must be able to determine whether he wants to continue this therapy process or not, which will be stated in the contract letter. If the client agrees to continue, then the caseworker can gather more information about the client and his or her background.

2) Assessment Phase

In fact, client assessment can be done from the start, because information can be obtained from the start of approaching the client. The principle of individualism is prioritized, where clients can tell their problems first to the caseworker so that they can be understood and explored further. What needs to be looked for in this case is what is actually the client's problem? What is the background and cause of this problem? What is the client's background and relationship with his family, friends and social environment? How does the client feel? and what did the client do to deal with the problem?

These questions are the first step to continuing planning. If all the required information has been obtained, the caseworker can discuss with the client a plan for what treatment the client needs to deal with the problem.

3) Intervention Stage

At this stage, the treatment that has been planned can be implemented for the client. The programs provided must be in accordance with the client's needs. If the program has been implemented, caseworkers must be able to observe whether the program is running according to the plans and goals that were expected from the start.

4) Termination Stage

This stage is the stage where the relationship between the caseworker and the client can be terminated. This means that the program has been successfully implemented by the client and all objectives have been achieved.

Based on these stages, practitioners implement the following interventions:

1) Research Phase

The stage where the practitioner approaches (engagement) with the client. Also at this stage, the practitioner explains and gives the client the understanding that the client himself will determine the results of the therapy carried out. Practitioners provide motivation to clients so that they can develop themselves, make clients aware of their problems and that they must immediately make changes for a better survival.

At this stage, the practitioner invites the client to make trendy accessories, namely accessories from beads. Practitioners teach clients how to make cellphone straps, bracelets and rings. While inviting him to make these accessories, the practitioner explained that this could become a new hobby if you are enthusiastic about making it so that you can fill your free time. Apart from that, learning to make accessories can also increase your skills so that it can be used as a business idea and increase income for the client's pocket money, that way clients no longer need to sell on the street which is dangerous for children as small as the client. It was very clear that during the making of accessories the client felt happy and asked to come back to make more accessories the next day. Because the client had high enthusiasm, the practitioner invited him to come back to make accessories the next day, and at that time the client had high curiosity about what other various accessories looked like and how to sell them. The practitioner also facilitates and educates him as a form of support for the client's interests.

After it is felt that the relationship between the client and the practitioner is getting closer, the practitioner then confirms to the client whether he wants to continue this therapy process or not, which will be stated in the contract letter. The practitioner then prepares a contract letter and the client agrees to it, and the intervention is ready to proceed to the assessment stage.

2) Assessment Phase

Since the research stage, the practitioner has carried out a brief assessment regarding the client's introduction, hobbies and daily life, but to be more in-depth interviews are also carried out when entering the assessment stage, where the client has previously agreed to the contract letter. The assessment stage went smoothly because the previous engagement process had been successful. Clients only need a little adaptation to be able to enter more serious topics.

At this stage the practitioner asks about his relationships with family, romance, social environment and friends. Apart from that, the practitioner also asks about the client's education, the obstacles he experiences, whether there are problems that are serious enough to hinder his activities, how he feels when he experiences these problems, what he does when he faces problems, what the client likes and dislikes, and questions about client hopes and aspirations. These questions are the first step for practitioners to continue planning regarding what treatment is appropriate to the client's problems according to the results of the assessment. The assessment tool used is Ecomap.

So, the result was that the client was a street child who sold newspapers and tissue on the street with his friends every day. The client is currently 13 years old, 1st grade of junior high school. However, it was discovered that the client had dropped out of school because he was always bullied by his friends at school, so he was afraid and no longer confident about going to school. The bullying he received took the form of physical violence, to verbal violence such as teasing because he was poor and the son of a cake seller. The client became no longer confident because he felt he was in a different caste from his friends and did not have anything he could be proud of so he could be confident again going to school.

After the required information has been met, the next step is to discuss with the client what programs are good for increasing the client's self-confidence.

3) Intervention Stage

At this stage, the treatment that has been planned can be implemented for the client. Based on discussions in program planning, clients are happy if practitioners give them the skills to make accessories again, because this can increase their skills so they can turn them into business ideas and increase their income, rather than having to sell on the street. This is strongly supported by practitioners because practitioners think that by increasing the client's skills, it is hoped that the client will be more confident and can be proud of the skills and income he has, apart from that, this can be useful in the long term for the client if he wants to become an entrepreneur.

Of course, to grow a client's self-confidence strongly, it is not enough to just rely on skill development, so the practitioner provides motivation to change behavior so that the client can be himself, be proud and grateful for what he has, change bad habits, love himself and not easily absorb someone's negative talk, always giving positive affirmations to yourself, maintaining your circle of friends, and so on. Practitioners provide several motivations to clients, including: "we must focus on what is our potential, look for and develop what we can do and never get tired of learning, because if we continue to hone it then something of little value will become special, and if we have that, then maybe we can inspire many people and there will be more people who want what we have now. Don't dwell on the sadness and problems we face, believe that we can be more than what other people think about us. So the only solution to get them to stop insulting them is proof. "Hopefully the skills you have been taught can bring you success, so that you can brag about it to many people."

Apart from that, practitioners also provide motivation to be enthusiastic about learning so that clients are enthusiastic about pursuing their dreams and are optimistic about having higher education, as well as supporting the client's dreams. The motivation that practitioners provide includes: "We all definitely want a better life than now, and for that we have to go through a long process. One of the efforts we can make is to be enthusiastic about studying until college, so that the more knowledge we have, the more insight we have about life and the social environment, the more friendships we have, and with schools we can also be taught character education as a our provisions to prepare ourselves for the world of work. Hopefully all of this will have results, we can realize our dream of getting a good job with a big salary. So, school has a big impact on our

lives."

Skill development and motivation are always provided to clients on a regular basis so that clients can make their own accessories and can even teach their knowledge to their friends. The client is also enthusiastic about going to school again and believes that he is ready and confident again to start making friends at school later. The client has also read the contents of the poster with the theme "self love" who have been practicing pasting on KOPA and clients have understood it and applied the contents of the poster to themselves.

4) Termination Stage

This stage is the stage where the relationship between practitioner and client can be terminated. This means that the program has been successfully implemented by the client and all objectives have been achieved. So, because the client was willing to try to change and had succeeded in completing the goals we hoped for, the practitioner gave him a gift in the form of school equipment with the aim of making him more enthusiastic about school, as well as several other memories.

CONCLUSION

In using the casework stages, practitioners must also use counseling techniques and provide appropriate programs according to the client's problems so that goals can be achieved. It is known that giving skills to children accompanied by providing strong motivation can increase children's self-confidence. Clients need to be heard about their problems and need validation of their sadness, while practitioners try to be good listeners but still invite clients to get out of their problems and look for solutions together without making the client dwell on their sadness. So, the SFBT counseling method is very suitable for this problem, where practitioners invite clients to focus on solutions rather than fixating on problems which will only make them increasingly less confident and dare not continue to live a better life. While in the process of assessing clients, practitioners adopt theory.... With the aim that practitioners can find out more about client behavior and how the client relates to their environment. The assessment tool used to assist the assessment process is the ecomap tool. From all stages of intervention that have been given to clients, the result is that clients have been able to change their behavior for the better, clients have acquired new skills, and are ready to continue their schooling.

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