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THE MANAGEMENT OF EDUCATION CENTER PROGRAMS FOR STREET CHILDREN EMPOWERMENT IN A NON-GOVERNMENTAL ORGANISATION (NGO)

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Abstract: This study aims at revealing (1) the implementation of education center programs in Non-Governmental Organizations (NGO) of Rumah Impian (2) the role of NGO in empowering street children through its education center programs by reviewing their management of planning, organizing, implementation, controlling, (3) the constraints faced by NGO in implementing education center programs and (4) the benefits for the street children after the implementation of its education center program. This research can be categorized as case study using a qualitative approach. The subjects of this study were the head and staff of Rumah Impian as well as the street children who participated in the program. The data collection was conducted by interview, observation and documentation. The analysis technique used the interactive analysis model of Miles & Huberman. The validity of the data was through source triangulation by comparing the data of interview, observation and documentation. The results of this study showed that 1) the implementation of the education center program was conducted with fun learning-based teaching and skills development. 2) The role of Rumah Impian according to its participation level for handling street children can be categorized as education roles. 3) The constraints in implementing the program consists of funding, the parental perceptions for the benefits of education center programs, the limited number of assistants, experts for program evaluation and the limited space. 4) The benefits of the program were improving the knowledge and skills among the street children and risky adolescents and changes in positive parental behavior, which were initially antipathic to education center activities, are now turning to be very enthusiastic in supporting education center activities.

Keywords: empowerment, non government organization, street children

PENGELOLAAN PROGRAM EDUCATION CENTER DALAM PEMBERDAYAAN ANAK JALANAN DI LEMBAGA SWADAYA MASYARAKAT (LSM)

Abstrak: Penelitian ini bertujuan untuk mengungkapkan (1) pelaksanaan program education center pada Lembaga Swadaya Masyarakat (LSM) (2) peranan Lembaga Swadaya Masyarakat (LSM) dalam kegiatan pemberdayaan anak jalanan melalui program education center dengan meninjau fungsi manajemen perencanaan, pengorganisasian, pelaksanaan, pengendalian, (3) kendala yang dihadapi Lembaga Swadaya Masyarakat (LSM) dalam melaksanakan program education center dan (4) manfaat yang diperoleh anak jalanan setempat dari pelaksanaan program education center tersebut. Penelitian ini merupakan penelitian studi kasus dengan menggunakan pendekatan kualitatif yang dilakukan di LSM Rumah Impian. Subjek penelitian ini adalah pimpinan dan staf lembaga serta anak jalanan yang telah mengikuti program tersebut. Pengumpulan data dilakukan dengan metode wawancara, observasi dan

dokumentasi. Teknik analisis yang digunakan adalah model analisis interaktif Miles & Huberman. Untuk memperoleh keabsahan data dilakukan triangulasi sumber dengan cara membandingkan data wawancara, data hasil observasi dan dokumentasi. Hasil penelitian ini adalah 1) pelaksanaan program education center dilakukan dalam bentuk kegiatan pembelajaran dan pelatihan keterampilan berbasis fun learning; 2) peranan LSM Rumah Impian menurut tingkat partisipasinya dalam bidang penanganan anak jalanan berada dalam tingkatan education roles 3) kendala dalam pelaksanaan program yaitu pendanaan atau keuangan, persepsi orang tua terhadap manfaat program education center, keterbatasan jumlah tenaga pendamping, tenaga ahli yang belum memadai di bidang evaluasi program serta lokasi yang terbatas. 4) manfaat yang diperoleh yaitu peningkatan pengetahuan dan keterampilan anak jalanan dan anak beresiko serta adanya perubahan perilaku positif orang tua yang pada awalnya antipati terhadap kegiatan education center kini berubah menjadi sangat antusias dalam mendukung kegiatan education center.

Kata-kata kunci: anak jalanan, pemberdayaan, pengelolaan LSM

INTRODUCTION

The children's development is a necessity to create a qualified future generation. It should run smoothly through the guidance of parents, schools, and the community to make sure they grow up with their potential and become a responsible man to their God, family, society and nation. However, if their development are hampered or fail to be implemented, then they will get many problems in their life. To anticipate this condition, education plays a very important role. Sutarto (2007) states that, basically, education is one of the most important factors for every human being. It is a learning process about human behavior based on the society expectation. Human as social creature is learning through interactions with other. Mostly, the learning is the result of relationships with other people in home, school, environment, work, and so on.

In fact, today there are so many out-of-school children who live in their communities as unemployed, street children and street vendors, street singers, newspaper sellers, beggars and even become pickpockets, robbers, drug traffickers and addicts. Dealing with this situation, the institutions of non-formal education considered suitable to overcome the problems in terms of the difficulty of getting education for dropouts students and street children. In other words, if the paradigm of education based on the context of "the educational needs of marginalized people", nonformal education will get a reasonable place and has similar position as school (formal education). The schools educate children who are prepared for the long-term future, while non-formal education teach marginal people to deal with their difficulties and life problems.

The street children are usually living with inadequate economic life. In many cases, poor health

of one or more family members leads to decreased productivity or inability to work Kristjanson, dkk (2010). It means they need some skill development to change their mindset in order to maximize their talents and skills. It is also to foster their awareness to gain positive thinking and behaviour.

It seems that the attitude of street children is in a vulnerable situation in terms of physical, mental, and social development. They often experience the continuous acts of violence. During their adulthood, it is likely they are not hesistate for doing violence too and make exploitation to other street children since such exposure may have a differential yet potentially deleterious impact for children and young people (Holt, Buckley, & Whelana, 2008) The street children see themselves in family and society, as independent (self and family responsibilities), autonomous persons (trying to release dependence) and individuals who try to have social relations with the 'street rules'.

The phenomenon of street children appears along with the development of defiant culture that has increasingly shifted. Psychologically, street children will not be able to develop properly. Their status clearly inhibits personal development and influences their future lives. In relation to the world of street children, it is possible to create psychological damage on their mentality. These street children, actually, need sympathy and attention from other. They need people who is willing to accept and listen them to overcome their feelings of anger, anxiety and fear (Cowie & Wallace, 2000).

In line with this, Cavanaugh and Gelles (2005) suggested that mental damage to street children psychology can be characterized by emotional violence. It is caused by acts of neglect from parents that trigger their behavioral problems. They will become

irritable and emotions, even they can do physical violence against his own friends.

As a matter of fact, there is no difference between the street children and other kids. The Law No. 23 of 2002 concerning Child Protection article 9 paragraph 1 states that "Every child has the right to obtain education for their personal development and intelligence according to their interests and talents". Therefore, various preventive efforts need to be carried out by the government to decrease the number of street children. One of the solutions is to focus more on efforts in empowering street children through education, as well as to develop their creativity and skills. Education can be a life empowering experience for all and what the poor needs most is empowerment (Alex, et al. 2013).

Various efforts to improve the quality of street children need to be pioneered by both the government and other private parties. Therefore, referring to the phenomenon, Rumah Impian (Dream House) as Non-Governmental Organization (NGO) has been the community caring for street children in Yogyakarta, they always strives to reduce the problems of street children in Yogyakarta by implementing empowerment programs based on life skills.

According to Malik (2004), the existence of NGO in Indonesia is as means or media to realize a fundamental change for the community. It is interesting to revive the contribution of Rumah Impian (Dream House) to empower the community of street children, especially in Yogyakarta. The basic framework of Rumah Impian is to empower the community through mentoring programs, education and training programs for the marginalized community groups. This is in line with the ultimate goal of Non-formal Education Program, i.e. to provide and serve community members through educational efforts, especially for those (communities) who do not have the opportunity to obtain education and training in formal institutions (schools). NGO of Rumah Impian is fighting to empower the street children through Education Center

program by providing and managing teaching centers. This place also provides learning facilities in the form of libraries and creative spaces as well as guidance and counseling services.

The NGO of Rumah Impian was founded in February 2009 but its interaction with the community of street children had lasted long time ago. It began in 2000 through sports activities surround Universitas Gadjah Mada (UGM) on Saturday. At that time, several students invited the street children who used to gather at the KOREM (Military Resort Command), Gramedia, and Pingit intersections to have some exercise together. This activity continued until now but it was shifted to Sunday afternoon in the field, front of Graha Sabha Pramana UGM. Then, a learning studio was built in Gondoloyo area on 2003-2005. In this studio, the volunteers provided free tutoring of reading, writing and counting for the street children and the surrounding community. Had a vacuum for a year, in November 2006, it re-opened as Guest House in Jetisharjo area. This house was given the same name, Rumah Impian. The children gathered at this house were quite numerous and they came, mostly, from the intersection of Jetis, Mirota Kampus, Tugu and Pingit. This shelter was then moved to Jetis Pasiraman before finally being closed at the end of 2008. The closing of the house did not end the activities of Rumah Impian. On contrary, it triggered Rumah Impian to focus more on their approach to the streets children. In 2008, Rumah Impian opened a dormitory for the street children who were ready to go back to schools. This dorm is also called the Hope Shelter located in Kalasan.

The role of Rumah Impian in empowering street children through the Education Center program in Yogyakarta will be so beneficial to be investigated, particularly for giving more input on non-formal education. Thus, this study is trying to reveal the management of education center programs for the street children empowerment in Non-Governmental Organisation (NGO) of "Rumah Impian".

RESEARCH METHOD

This research can be categorized as case study with qualitative approach. According to Creswell (1998), qualitative research can be defined as an inquiry process of understanding based on distinct methodological traditions of inquiry that explore social or human problems. The researcher builds a complex, holistic picture, a text word, reports on the views of informants, and conducts the study in a natural setting.

The sampling was taken by purposive sampling technique at Rumah Impian, Juwangen street 03/01 No. 25-26 Purwomartani, Kalasan-Sleman, Yogyakarta in December 2016 - March 2017. The data collection was done by interview, observation and documentation. The analysis technique was conducted through the interactive analysis model of Miles & Huberman. To obtain the validity of the data, the source triangulation

was carried out by comparing the data of interview, observation and documentation (Moleong, 2004).

In this research, researcher conducted dialogues both verbally and directly face to face or by telephone with respondent. When conducting interviews, researcher ask several questions in order to obtained detailed information in accordance with what is needed.

In addition, researcher also made observation by directly observing the people in the work environment of researchers, namely, among other staff leader and volunteers Rumah Impian NGO and street children without asking questions. The researchers also observed physical conditions such as the facilities available at the Rumah Impian NGO. Not only

interviews and observations researcher also apply the method of documentation to find out how the process of carrying out activities, the history of the establishment of institution and matters related to facilities and infrastruktur in the form of audio visual.

The subjects in this study were the administrators consisting of leaders and 3 staff or volunteers on the institution and several street children both the children on the street and off the street. Meanwhile, the object of this research was the implementation of the street children empowerment activities through the education center program on its management functions of planning, organizing, implementing, and controlling.

RESULTS AND DISCUSSION

Description of Non-Governmental Organization (NGO) of Rumah Impian

Rumah Impian Foundation is an institution that was established in Yogyakarta since 2006. The initial goal of this institution is to assist the street children. The location of the foundation on Kenanga street 1 Juwangen, 03/01 No. 25-26 Purwomartani, Kalasan, Sleman, Yogyakarta. At the beginning, it began by opening a Guest House in Jetisharjo area. The activities at that time facilitating the streets children with mentoring programs as well as learning or training.

Although Rumah Impian has been founded since 2006, it has been officially instituted on February 6, 2009. As time goes by, Rumah Impian transformed into Rumah Impian Indonesian Foundation. It incorporated accordingly Decree of the Ministry of Law and Human Rights of the Republic of Indonesia to obtained an operational permit in Yogyakarta Special Region.

Vission and Mission of Rumah Impian

The vision of Rumah Impian is transforming the better life of the street children and the risky children. Their vision means to include the street children who are at risk, or those who are vulnerable to live on the streets. Meanwhile, their mission is to guide the street children and risky children, to facilitate them to realize their dreams as well as to build a network for caring for children's dreams.

As their efforts to empower the street children, Rumah Impian has several programs and one of them is the education center. This program provides and manages studios or teaching centers, training and mentoring for marginalized communities, especially the street children. The following are the children who

participated in the education center program:

Table 1.
The street children who joining education center program in Rumah Impian in Yogyakarta

	Name	Name of School/Level
1	DCN	Muhammadiyah Junior High School 6/ VII
2	DP	State Junior High School 11/VII
3	MW	Junior High School of Taman Dewasa, Jetis/VII
4	ATS	State Elementary School of Bangirejo/VI
5	SS	State Elementary School of Karangrejo/III
6	ADS	State Elementary School of Karangrejo/VI
7	ER	State Elementary School of Karangrejo/I
8	CA	State Elementary School of Karangrejo/V
9	MS	State Elementary School of Karangrejo/I
10	MKP	State Elementary School of Karangrejo/III
11	VO	State Elementary School of Karangrejo/III

Implementation of Education Center Program in Rumah Impian

Rumah Impian through the education center program is providing and managing a studio or center for mentoring, teaching, skills training and counseling services. The material can be in the form of English or other subjects in the school as well as creative arts materials.

Based on the observations results, there is one library space which is still under construction and audio-visual facilities to support the program activities. The implementation of the education center program has been scheduled to take place for twice a week, on Tuesday and Friday. The activity starts at 03.30 PM until 05.00 PM. The implementation of education center program, both in Kricak and Tukangan, is conducted with the same schedule.

Based on the results of interviews and

observations, it was found that these children not only obtained the teaching of knowledge but also obtained more benefits for their personal building, such as the help and guidance from the volunteers in assisting them to complete their school homeworks.

Rumah Impian provides a form of education to the street children through the education center program without any distinction of education and training specifically. Both are used, because the target is the street children of which in the Indonesian national education system classified as the object of non formal education. This finding is in line with the opinion of Combs and Ahmad (Marzuki, 2012) that the scope of each educational activity organized in outside the formal school system, whether implemented separately or part of a larger activity, is intended to serve specific student goals and certain learning objectives. In this case, Rumah Impian has implemented an activity program in the form of unstructured and organized education beyond the formal school system in the form of learning activities assistance to serve the street children and risky children to optimize their spare time. By joining the positive activities, they no longer spend their time in the streets.

Management of The Education Center Program in Empowering the Street Children in Rumah Impian (Planning, Organizing, Implementation and Control)

The involvement of NGO is very crucial to supports the empowerment process, especially for the street children and risky children. Related to this study, Rumah Impian as one of the non-governmental organizations engaged in the street children empowerment has an important role in the development of creative and independent knowledge as well as skills and human resources. It is in line with life's arguments (1997) that empowerment means providing resources, opportunities, knowledge and skills to improve life to be better and participating in people's lives. The field observation showed that the education center program in Rumah Impian providing learning assistance for children who are still in school age. Rumah Impian carried out empowerment programs, especially the education center program by following the effective standard procedure of empowerment process.

The Role of Rumah Impian in Planning

Planning is the process of formulating objectives to be achieved by doing performance standards, developing policy procedures, developing plans and predicting the possibilities of the planning activities (Desler, 2002). The reserach findings are in

accordance with the theory, where Rumah Impian has formulated the objectives to be achieved as stated in their vision and mission.

The Role of Rumah Impian in Organizing Stage

Organizing is the process of giving special assignments to staff or the process of developing communication lines of command actions and the process of coordinating staff work (Dessler, 2000: 2). It has been found that there is a match between the organizational management functions applied by Rumah Impian and the above theory. The process of organizing in Rumah Impian is very concerned about matters which include the division of staff duties and responsibilities of each PIC (Person In Charge) in all divisions. They always maintain a good communication among the leader, staff and volunteers.

The stages of organizing carried out by the Rumah Impian include the organization structure regulation, the recruitment of program implementer, the placement of the program implementer as well as the provision of infrastructure facilities. This finding is similar with the opinion from Terry (2003) that organizing consists of the selection and placement of staff, provision of personal facilities, and placement of operational positions into related units as well as clarifying the readiness of infrastructure.

The Role of Rumah Impian in Directing

Rumah Impian has created a dynamic and healthy working atmosphere to make the performance effective and efficient. It is indicated from the existence of several activities during the implementation of the program, such as guiding and motivating staff. Moreover, Rumah Impian always pay attention to the level of overall staff participation, maintain effective communication, and improve the resources quality. They also give attention to the environment or conditions during the program implementation. The findings are supported by the opinion of Terry (2003) that the implementation function covers the whole things which is related to the organization like motivating the members, communicating effectively and optimizing the whole potential of the members.

The Role of Rumah Impian in Controlling Stage

The involvement and role of Rumah Impian in the control process referring to direct monitoring on the program implementation, evaluation and reporting of evaluation results from the education center program. The findings from the results of this study are highlighted the opinion of Terry (2003) which states that the control process containing the efforts to measure the results of established performance

standards, to provide suggestions for corrective actions if needed and to inform the responsibilities of each member. Based on the results of the research and observation, it was revealed that Rumah Impian as one of the foundations engaged in the empowerment of street children has assessed the process of their performance by referring to the standards that have been made. It is done in order to know the extent to which the success has been achieved as well as to find out the shortcomings that may cause the failure of the program.

The Constraints Faced by Rumah Impian in Carrying out the Street Children Empowerment Activities through The Education Center Program

In various types of program activities, certainly some obstacles might cause programs unsuccessful. Based on the results of research in the field, it can be seen that there are some obstacles experienced by Rumah Impian in implementing the street children empowerment programs, especially in the education center program. The obstacles will be discussed below include constraints in program planning organizing, implementation process and control process.

The Constraints in Program Planning

Every program does not always run smoothly. Sometimes, the program does not go as targetted. Based on the results of the study, the general obstacle faced when preparing program planning is related to funding. Rumah Impian as a non-governmental institution found it difficult in accessing funding. Although there are contributions from the third parties, it has not been able to fulfill all the financing needs for the whole activities of Rumah Impian.

Broadly speaking, it can be mapped the obstacles faced by Rumah Impian in planning education programs center as follows:

- 1) Funding; the constraints on funding are due to Rumah Impian status as non-governmental organization. As non-profit organization, it is run because of the call for service to others.
- 2) The existence of collectors; the second obstacle encountered is triggered in some places as the location of the education center program owned by private collectors. It can make some difficulties for Rumah Impian to run the program.
- 3) Parental willingness: the next obstacle was related to the permission from parents to entrust their children to join Rumah Impian. Many of them felt that their children did not need to be included in the education center program because they were considered it insignificant

for their children. Most of them has some assumption that this program activities can reduce their family income. This finding is in accordance with the opinion those social and cultural factors, such as generation differences and differences in behavior or the wrong beliefs that consider children as sources of income becoming the main factors that greatly influence the growth rate of the street children (Mashicolo, 2016).

The Constraints in Program Organization

The problems are also found at the organizing stage. The constraints on the organizing process are caused by the lack of staff or volunteers motivation in following the stages of activities for the Indonesian NGO regulations. This study pointed out that the volunteers who initially looked diligent and enthusiastic but finally decide to resign. Another obstacle at the organizing stage was related to the minimum number of assistants owned by Rumah Impian.

As the result of limited number of assistants, the guidance activities provided by the Rumah Impian NGO were less optimal for their street children. In addition, the management also felt overwhelmed in providing assistance that had to handle the behavior of their assisted children. Based on the faced obstacles, Rumah Impian hopes that there will be some experts who are assigned to deal with the encountered this problems. Rumah Impian desperately needs people who have expertise and competence in their respective fields. In addition, they also requires expert staff at every divisions in the Indonesian NGO.

The Constraints in Program Implementation

Based on the results of research and observations on the implementation of the education center program, it was revealed that several obstacles often faced by Rumah Impian, among others: firstly, the limited funding. Secondly, the location of activities for the implementation of the program, both indoor and outdoor, is still not limited. Besides, there is not enough space to play with the children due to the density of the population within plentiful houses surround. Thirdly, the attitude and mental among the street children is really different. It makes the staff and the volunteers to work more patiently dealing with the different temperaments of the children.

The Constraints in Program Control

Based on the results of the study, the obstacles faced in the children empowerment program in education center activities were also found in the program control stage. The most prominent obstacle

is on the time management of the volunteers. Most of the volunteers who joined the Rumah Impian is an active collage students who still have to attend their lecturing class.

It creates problem in managing volunteer time between their lecturing activities and the activities in the education center, especially when the program evaluation will be carried out. Based on the interview results, it was also revealed that there is a lack of in-depth understanding of program evaluation methods from each staff and volunteer because up to now the Indonesian NGO did not have expert staff in program control, especially program evaluation. It makes the evaluation reports often inaccurate. The inaccuracy of the evaluation results has an impact on ineffective solution for each the problems encountered in the field.

The Benefits of The Education Center Program Implementation

Every program implementation needs to be assessed its beneficial aspects. A program can be declared successful depending on the obtained benefits or positive results. Therefore, Rumah Impian strives the implemented education center program can be useful for the street children who participate in the activities. As stated by the first informant as the leader of the Rumah Impian as follows:

"Here we are not just holding a program, but really paying attention to the usefulness of this education center program for children who join it. From the results of our monitoring, the benefits were the children experienced significant progress in terms of character building. Their families feel that their children are more polite towards others "(RI / SL).

A similar opinion was expressed by the second informant that:

"The children like to read and they are happy when introduced to new reading material. They also become more obedient to their parents. Another benefit is the change in the way of thinking among parents who initially did not want to allow their children for joining the program but after knowing the benefits, the parents were very enthusiastic in supporting their children to attend this program "(RI / YY).

The further information about this program benefits is stated by the third informant:

"Children's behavior becomes more polite after joining this education center program. One of parents also admitted that his children has changed to be more obedient. In addition, another benefit is that children make progress in the learning process

in schools that make their families happy "(RI / DP).

The similar opinions were also conveyed by the forth informant who said that:

"The behavior of children is getting better. The children who are initially naughty and difficult to be advised become more polite and obedient. In addition, they also got some increase in the scores of their examination in the school. It has indirectly changed the mindset of their parents so that they give more support to their children to be more diligent in participating in the education center program activities that we hold "(RI / EM).

The researchers also interviewed several street children who participated in the education center program. The responses or comments regarding the benefits during the education center program are presented below.

"My score at school is improved. Previously, I never got a ranking, but now because of this learning program, I can be on the 6th position in this semester" (US).

The same thing was expressed by DN as one of the children who participated in the education center program.

"Thanks to the tutoring of Rumah Impian, now, I find it easier to do school assignments. My scores are even higher. I never attain the top 10 class rankings, but now I can be in the top 10. I also do not feel ashamed anymore to join dancing course at school "(DN).

Referring to the interviews results from several informants above, it can be concluded that by joining Rumah Impian, the children received many positive benefits. It is indicated, such as by the escalation of score and their ranking at school. Another positive result is the change in the way of thinking among parents who initially considered this program useless, now they are very supportive and they encourages their children to be more active to participate the education center program.

There is a significant change towards the learning participants in Rumah Impian. The street children become more confident and get improvement on their knowledge and skills. This reflects the essence of empowerment, i.e. the process of guiding people to feel and believe that they are powerful as well as creating optimum conditions that mirror back to them these concepts (Maureen Healy, 2019).

The children who used to lack confidence in attending school activities, currently, they actively participate in extracurricular activities in schools such as dancing.

Besides the escalation in terms of knowledge

and skills, the children also transform to be more active as well as possess better character and behavior. It is in line with the research from Muslikhah et.al (2018) who suggests that companion has a role as an agent that posts positive inputs and directives based on their knowledge and experience among poor children. Based on the results of interviews and field observations, the benefits were not only felt by children, but also the parents. Through the education

center program, Rumah Impian has been able to persuade and change the parents' mindset so that they become aware of the importance of education to ensure a brighter future for their children. For example, changes in positive parental behavior, which were initially antipathic to education center activities, are now turning to be very enthusiastic in supporting education center activities.

CLOSING

The results of this study showed that 1) the implementation of the education center program was conducted with fun learning-based teaching and skills development. 2) The role of Rumah Impian according to its participation level for handling street children can be categorized as education roles. 3) The constraints in implementing the program consists of funding, the

parental perceptions for the benefits of education center programs, the limited number of assistants, experts for program evaluation and the limited space of learning. 4) The benefits of the program were improving the knowledge and skills among the street children and risky adolescents and building the positive behavior among the parents and the children.

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