

Key Factors That Trigger People to Support Street Children in Indonesia

Endonezya'da Bireylerin Sokak Çocuklarını Desteklemelerini Sağlayan Önemli Faktörler

Somariah FITRIANI*

Abstract. This study has an attempt to elaborate some factors affecting the establishment of "free schools" by community participant, which are intended to serve for street children and poor children (marginal children) in urban areas who do not have access to get proper education on account of economic and social issues. Qualitative approach was employed by using Miles and Huberman model analysis to analyze the data. The data were taken from three schools (Sekolah Darurat Kartini, Sekolah Master and Sekolah Himmata), which are situated in Jakarta and Depok City. Participant observation, face-to-face interviews, documentary research studies, Internet online articles and literature reviews were used in data collection process. Some key respondents to obtain the data are the founders of schools, social guardians, pupils, parents and alumni. As a key instrument, the researcher also took part in the Sekolah Darurat Kartini's activities for around two years from the end of 2011 until the middle of 2013. The research findings have revealed that the key factors of such schools' establishment are altruism, determination and self-actualization are grouped into internal factors while parent's upbringing, economic, social and educational background, wide communication network are grouped into external factors. Even though these factors are interrelated and interwoven holistically. Altruism is the most triggering primary factor what make the founders of the schools act and behave differently for the sake of other people's future, particularly to street children. As future generations, street children have right to obtain access for education equally. To sum up, the provision and establishment of such schools bring a greatest impact to students' development and at the end it benefits the nation.

Keywords: Free schools, street children, altruism, and community participant.

Öz. Bu çalışma, sokaktaki çocuklara ve uygun olmayan kentsel alanlarda yaşayan, ekonomik ve sosyal nedenlerle eğitim alamayan yoksul çocuklara (marjinal çocuklar) hizmet etmeyi amaçlayan, toplumdaki katılımcılar tarafından kurulan "ücretsiz okullar" ın kurulmasını etkileyen bazı faktörlerin irdelenmesi için gerçekleştirilmiştir. Veriler nitel analiz yöntemlerinden Miles ve Huberman model kullanılarak analiz edilmiştir. Veriler, Jakarta ve Depok Şehrinde bulunan üç okuldan (Sekolah Darurat Kartini, Sekolah Ustasi ve Sekolah Himmata) toplanmıştır. Veri toplama sürecinde gözlem, yüz yüze görüşme, belge araştırma çalışmaları, internet üzerinden çevrimiçi makaleler ve literatür taramaları kullanılmıştır. Verilerin edinildiği bazı önemli katılımcılar, okulların sosyal koruyucuları, öğrencileri, ebeveynleri, mezunları ve kurucularıdır. Araştırmacı ayrıca Sekolah Darurat Kartini'nin faaliyetlerine 2011'in sonundan 2013 ortasına kadar yaklaşık iki yıl boyunca katıldı. Araştırma bulguları, ebeveynlerin yetiştirilmesi, ekonomik, sosyal ve eğitsel geçmiş, geniş iletişim ağı gibi dış faktörler ile bu okulların kuruluşunun temel faktörlerden biri olan fedakârlık, kararlılık ve kendini gerçekleştirme gibi iç faktörlere ayrıldığını ortaya koymuştur. Bu faktörler bütünsel olarak birbirine bağlı ve iç içe geçmiş görünmektedir. Fedakârlık ve yardımseverlik okulun kurucularının başkalarının geleceği uğruna, özellikle de sokak çocukları için farklı davranmalarını ve davranışlarını sürdürmelerinin en tetikleyici ana faktördür. Gelecek kuşaklarda, sokak çocukları eğitim erişimini eşit derecede sağlama hakkına sahiptir. BU tür okulların sağlanması ve kurulması, öğrencilerin gelişimine büyük etki yapacağı ve topluma yarar sağlayacağı düşünülmektedir.

Anahtar Kelimeler: Ücretsiz okul, sokak çocukları, yardımseverlik, toplumsal katılım.

Public Interest Statement.

This study has an attempt to elaborate some factors affecting the establishment of "free schools" by community participant, which are intended to serve for street children and poor children (marginal children) in urban areas who do not have access to get proper education on account of economic and social issues.

Toplumsal mesaj.

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* Prof. Dr., University of Muhammadiyah, Indonesia, maria_sf05@yahoo.com

1. INTRODUCTION

The emergence of free schools that provide free education for street children has been a new phenomenon in Indonesia, probably for the last fifteen years. The number of such children has been mushrooming year by year. Under this circumstance, people who care about the children's future, establish the schools aiming to help them survive in their life. Those people who take part to develop the country in education sector are named community participation as stated by Hopper and Williams cited by Ternieden (2009:12) that "Community participation often refers to the involvement of community members at different levels in school management, supplemental school resources, financial, and/or curricular."

Wargan and Dershem (2005:11-12) grouped the concept of street children into children on the street, children of the street and children of street families. *Children of the street* are those who spend nights (sleep) in the streets or in places not meant for human habitation for a period of one month or more. They even do not have a family or caregiver, or have not had any contact with their family/caregiver for a period of one month or longer. While *children on the street* are those who always or most of the time, sleep at home but spend most of the daytime on the street. They may have regular (daily) or irregular (less frequent than daily) contact with their family/caregiver. *Children of street families* are those who spend night (sleep) in the street or in places not meant for human habitation together with their adult family members for a period of one month or more.

The main issue is many families do not have legality and identity such as birth certificate and family card to register school. Therefore, they cannot enter schools. In addition, in terms of financial problems, they even cannot afford to fulfill their needs. Even though government has distributed the cards such as *Kartu Jakarta Pintar* (KJP, Jakarta smart card) by local government, and *Kartu Indonesia Pintar* (KIP, Indonesia smart card) by central government as one of national's programs to support their school needs, still the number of street children is high due to legality and identity factors. Data from TNP2K, (national team acceleration of poverty reduction), the number of children who get KIP in the year of 2016 is 19,547,510 people all around Indonesia. The data of the exact number of vulnerable children are different from one institution to others. For instance, the data from Social Ministry, there are 4.1 million of abandoned children, 34,000 street children, 5,900 victims of human trafficking children, 1.2 million of abandoned babies, and 3,600 children with law issues.

This study emphasizes on the phenomenon of "free schools" by community participation that aims to cope with street children's problems. The phenomenon occurs in many areas around Indonesia, which the researcher assumed that altruism might be the factor of its establishment. Scott and Seglow (2007:2) stated that "Altruism is a general phenomenon that involves taking the interests of the other as one's own; it is often identified with the golden rule (present in many religious and ethical traditions as we shall shortly see) – do unto others as you would have them do unto you." Hence, this study simply elaborated and revealed the reasons why those people contribute their time, money, energy, knowledge and skills to build such schools for the sake of the children's future. Is altruism the only factor behind those people's act? What make them really care about street children? How to help and support them? Those questions are extremely intriguing in the researcher's mind. Thus, conducting this study to find out the answers is a must to do.

2. METHODOLOGY

Qualitative approach was employed to describe the facts in the field by multiple case study method. The data were taken from schools in Jakarta [Himmata school (HS), Darurat Kartini School (DKS)] and in Depok (Master school, MS) by observation, interviews, documentary research studies, online articles and literature reviews. This study used purposeful sampling strategy to select the schools since three schools represent the characteristic to a similar extent or are homogenous as one of key characteristics of selecting multiple cases (Gall, Gall & Borg, 2007:181). It means that

three schools have similarity in terms of providing free schools for street children. As a key instrument, the researcher also took part in the school's activity in Darurat Kartini School for around two years, in the end of 2011 until the middle of 2013. To analyze the data, Miles and Hubberman analysis method was adopted comprising of data reduction, data display and conclusion, and verification. For data validation, data source triangulation and methodological triangulation were applied to ensure that all data are credible, reliable and valid.

3. FINDINGS AND DISCUSSIONS

Caring and participation of Darurat Kartini school, Master school and Himmata founders in helping poverty eradication, improving life quality and sharpening Indonesian children's mind by providing free education solely and independently are caused by some triggering factors so that they can maintain their existence for a long time. DKS, which was established in 1992 located on Lodan Raya Ancol Street, kampung Walang Pademangan, is a "school" under the twins' management (Sri Rosyati, called Rossy and Sri Irianingsih, called Rian). Himmata, which was established by Mr. Nurohim in 2004 in the slum area of Pademangan, north Jakarta is a non-formal school under the supervision of *Himpunan Pemerhati Masyarakat Marjinal Kota* foundation. While Master school, which is under Bina Insan Mandiri (YABIM) foundation was established in 2000 located at Margonda Raya Street, number 58 Depok City, West Java. All of these schools that have been in an existence up to now have something in common. They care for street children's future as nation's asset and human capital. The researcher found some factors during the study, which are grouped into two; external and internal factors as elaborated comprehensively below.

3.1 External factors

External factors in this context are situations or circumstances affecting people to act something for the sake of other people welfare. The factors might include social, political, educational, economical and cultural aspects, which make the founders of the free schools have capability and capacities to provide education for street children. On the basis of participant observation and interviews, the ultimate factors are as following:

3.1.1 Parents' upbringing

As role models, parents have a great contribution to their offspring's attitudes and behaviors. Concrete examples from parents bring positive impact to children's development. Based on the interview to the founder of DKS, Rossy and Rian, their parents instilled caring to their own relatives and other people by, for instance, providing drink in front of their house for the people who passed through since they were children as stated one of below interviews.

"The concern of social matter to community is a part of life lesson for us. One of concrete examples is to provide drink, either mineral water or tea with sugar in *Kendi* (a container which is made of clay), which our parents put under *waru* tree in front of our auto repair shop in Semarang city".

"When I was a child around 7 years old, my father took me to see the life of children who lived along the railroad during my holiday in Jakarta. The train passed through slum area in the area of Kampung Bandan and its surrounding. At that time my father said to me "it's your duty to educate them in order that Indonesia has not been colonized by other country and has intelligent children. So helping people has been a part of our life since we were very young. Our parents taught us to get involved in education sector so we can help one another."

Doing a good deed, caring and having empathy to other people can be begun from a very easy thing as above example but not many people do it due to indifferent behaviors from parents as a role model. All simple things but beneficial must be taught by parents since early childhood as it was experienced by the founder of DKS. Their father, who taught street and poor children in his spare time, also asked their children to do similar thing. As they were accustomed to teaching

those children, they grew up to have strong character and become independent. Therefore, children must see concrete examples from parents as their immediate significant others who are responsible for giving basic education and social values. A family as the first environment is responsible for children's development as individual, social, civilized and religious creature as well. An early age is a golden moment but critical one too for building one's character, so that qualified characters need to be shaped and fostered. Character building is an essential aspect of human resource quality as to determine the development of nation. Albert Einstein (1973:26) said about the importance of values in developing people's personality "It is not enough to teach a person a specialty. Through it he/she may become a kind of useful machine but not a harmoniously developed personality. It is essential that the student acquire an understanding of and a lively feeling for values. He/she must acquire a vivid sense of the beautiful and of the morally good." As "good imitators", children always attempt to imitate what they hear and see, and what people say and act in their surroundings. On other word, if parents do a good thing, the children will likely do a good thing too and vice versa. So it can be concluded that parents' attitude is an imperative and determinant aspect to children's personality development.

3.1.2 Social, economy and educational background

Some strong factors, such as born from educated family, have high social level and affluence make Rossy and Rian (the twins) as the founders of DKS able to establish "free schools" around Indonesia by using their own budgets. Their father graduated from Institute of Technology Bandung and an official government in Railroad Company while their mother is a *Majapahit* Kingdom descent who went to girl's high school and had many skills such as sewing, knitting, doing batik works, designing clothes, cooking and others. The skills that twins get both from their mother and their father are used to teach the students and manage the schools. Their intelligence, knowledge, skills and caring are a part of their success in life as they utter it.

"I can understand and master all kinds of skills from my mother. She taught me European food, sewing, hair do, make up of Javaness, Solo, Jogja, Betawi and Bugis." Said Rossy.

In addition, when the researcher asked about the budget to build a lot of "free schools" around Indonesia. They said that their grandmother inherited abundant of wealth to their grandchildren as in following interview.

"We got inheritance from our grandmother, and we got land in Semarang city behind Simpang Lima. The land certificate is in our hand now. My father looked like Arabic because he is Middle East descent. My grandfather owned a ship and got married to my grandmother. They had three children. They had tofu factory, built mosque, and had all kind of spices business. My mother is Majapahit descent, and I am Brawijaya 5. We are the only children who got a lot of Jewelry from our mother. She got "wangsit" (whisper from almighty after praying at 12 midnight since their mother had "Kejawen" (belief of Javaness people)) from God to inherit her jewelry to both of us instead of other seven children. Putri Cempa is my grandmother's name.

Furthermore, their grandmother inherited abundant of wealth to their grandchildren such as land, jewelry and deposit. The twins deposit their parents' money whose bank interests are used for helping poor people. Social, educational, and economic background of the twins' parents and grand parents bring positive impact to their life and support their social activities in helping poor people in education aspect. Getting married to specialist in gynecology and obstetric who was sent to remote area in East Kalimantan for nine years is one of other valuable experiences for Rossy. She was assigned as personal assistant of her own husband and got a lot of knowledge in term of medical issues, such as helping pregnant women. A catholic-based school where Rossy studied that only certain people could register also contributes to her attitude, knowledge and skills.

"Our school was only intended to female and nobility. They are all pretty. So when parents wanted to find future wife for their sons, they must come to this school and selected us to be their sons' wives fitted with their social level. That's why; we got husbands from this selection. They proposed and married us. We were taught a lot of skills such as cooking, fashion, make up, hair do, how to arrange the food internationally, how to eat by using fork, knife and spoon, how to dress well and many others."

Her pedagogy competence was obtained since she is a graduate of institute of teacher training and pedagogy majoring in Bahasa Indonesia. She learned to play piano from her father and Jakarta Art Institute. Sri Irianingsih, her younger twin sister, who got married earlier to Navy soldier, made her follow her husband due to his duty in several places in Indonesia such as Bali, Lombok, Surabaya. When she finally settled in Surabaya, she continued her study in Airlangga University, majoring in psychology. Similar to her twin, she got the same education and skills and went to the same school from elementary till high school. Both of them have the same passion to transfer their knowledge and skills and help poor people by establishing "free schools".

Economic factor is one of the most important ones to finance the operation of schools, which they use almost 90% of their own money and deposit from their grandparents' parents' and husbands' inheritance and pensions. To support their social activities, they use their money resulting from their own agriculture, house rent, and income as visiting speakers in several places. As invited speakers in some places such as universities and companies, both of them earn money too, which is used for schools' operation. Researcher followed their activities in university of Indonesia on November 1st 2012 by giving leadership training to all OSIS (school organization) chairpersons of senior high school entitled "Indonesian Student Leadership Camp 2012, Your ways your actions" in Depok west Java, and Medco oil company which gave seminar of motivation to the employees.

"As a doctor, my husband looked for the money. We felt grateful by God's giving. Drive a car, have a lot of houses, beautiful houses, good children, they are good at making their own money. My own son has three houses and cars." Mr. doctor had a lot of patients, and I managed the clinic and became the director. Everyday we got one sack of money. That's why I could afford to buy a house in Adelaide, Australia that is resided by my son now. I used to have hospital, Astuti Hospital in Pemalang that is run by Mira, my daughter now." Said Rossy.

To finance Master school's operation, which spends for about €10.000 /4092 TRY monthly, the founder, Nurrohim uses his own money from his businesses, such as restaurant and shop located behind Al-Muttaqien mosque, printing office and cow and goat farming. While making soaps, washing motorcycle, and selling products resulting from trash recycling supports the operation cost of Himmata School beside getting donations from other parties.

Financial and material independence, which is a primary element part of economic factor, gives greatly contribution to the sustainability of those schools. By having financial and material independence, individual can support basic need to survive. Those schools have financial resource they can more easily run the schools. The skills and knowledge owned by the founders also make them sustain the schools by empowering the students and transferring the knowledge in teaching learning process.

3.1.3 Wide network

The sustainability of schools has never been separated from the support and encouragement of many institutions as well as the print and electronic media which continuously follow all students' developments and events conducted by these different and unique schools. For both of the twins (Rossy and Rian), media has great role for their school existence. On account of their good relationship with others, they are invited to be speakers, trainers, and motivators in many institutions. Twins' popularity have been started when August Parengkuan, Kompas journalist, (once Indonesian ambassador for Italy) and Yusril Suantoro covered their activities in Semarang (Rossy) and Surabaya (Rian) in 1980s. Since then many media have covered their activities up to now. TVRI as the first television (Republic of Indonesia Television) interviewed them in Pemalang in 1980 when they got *UPAKARTI* reward in community service field. For both of them, media has great role for their school existence. The twin attempts to maintain good relationship with all people and parties that support their school since then. On account of their good relationship with others, they are invited to be speakers, trainers, and motivators in many institutions. The kinds of training they usually give to people are related to skills such as painting, knitting and others. While

as speakers, they usually give speech or motivation on the topics of character building, moral, ethic, education, and applied psychology.

Similar to DSK, Master school, which acronym from *masjid terminal* because the building is located on the area of bus terminal and mosque have a lot of supports from community. They get donation from institutions, which care for education, community participation, government and companies in the form of corporate social responsibility (CSR). In 2012, the school got class donation from Tupperware Indonesia. They are also open for those people who want to become volunteers as instructors for at least one semester in the school. Because of having good relationship and support from many various institutions, some students even get scholarship from private and state universities and even abroad to pursue their higher education. The school, which classes use containers have many students who cannot enter formal schools due to their economic issues. A man who would like to change the life of street children to have better life by providing education, has a golden heart. His only aim is to help such children obtain proper education as other Indonesian children do.

Himmata school, which has the same aim as other two founders to provide free school for street children, also has a good network. A computer laboratory provided by donors is one of facilities in this school to make students be familiar with the advancement of technology. Yet, the teaching learning process must be done in shifts as it has many students but with limited classes. For current school operation, not only do they rely on people's kindness, donation and charity. But also they empower students to produce soaps, recycle trash, and have business for motor cycle wash whose profits are shared with them.

3.2 Internal factors

Opposite from external factors, internal factors refer to inner strong points that people possess to execute something for the sake of other people too. Internal factors are individual personalities and characters affecting people's action and behavior. Those behaviors or personalities are likely genetic factors, which are inherited from parents or grand parents.

3.2.1 Altruism

To elevate poor people's social status and improve their life quality and intelligence are the why and wherefore those people establish 'free schools'. Strong force from deepest heart and innermost feeling to act out and do something more for other people is the main and most dominant factor. For the twins (Rossy and Rian), education is one way to get away from poverty; they don't want the children to become child prostitute or useless people.

"I don't want these children become child prostitute or useless people. So I will keep accompanying them until I don't live any longer. They cannot be separated from my heart. They are a part of my life. By studying here they will be useful people and get away from poverty." Said Rossy.

They have loved teaching since they were kids and have always wanted to solve the problems of poor people in term of education, legality and economy aspects. For them, transferring knowledge and giving a part of livelihood is much more fun comparing to other activities. When researcher took part in seminar given by the twins in Medco Oil Company on 21 November 2012, she talked to all participants when one of them asked about what make them build school for poor people under toll road.

"Since we were kids, we have loved teaching friends. When we were passing through the area of Ancol in Jakarta one day, we met a lot of children who didn't go to school. We have a calling to teach them. We just realized that there were many small houses under toll road. So we have to do something for them. The more we went inside the more problems we had to solve. People did not possess identity cards, or legality as Indonesian citizens". That's why we choose the slum area to build a school so they can go to school on foot and help them about legality."

On the basis of observation and interviews with children, parents and alumni, they said that they get a various things such as stationary, clothes, rice, eggs, and other staple food every month.

"*Bu kembar* (they usually call them) are very kind, they give us a lot of things. Yesterday, we got kornet, said Reni, student's parent. *Bu kembar* are generous, think about children's education, give food everyday, everything is free. Not many people are like them, maybe 1000 compare 1, it's good for poor people like us ". "They are so patient teaching my daughter, my daughter is so spoil. Added Ms. Iln who knows Twins for around 11 years. Anis, a student of 6th grade said that, "*Bu kembar* will get angry if we don't want to eat, they are worried if we get sick."

"When we took a vacation, what we thought is children. Do they eat? What they eat? I feel a pity on them. I just can give food once a day to them at school. But before going out for a few days we always give them rice and staple food. That's why we don't want to be lecturers because if we teach in university, how are the children's condition? So I have to teach them every morning, and after that I can go to other places. This school is a part of our life. Said Ms Rian. "For us transferring knowledge and giving a part of livelihood is much more fun comparing to other activities." added Ms. Rosy.

Giving sufficient nutrient to children is one of twin's attentions. Mung bean and milk are compulsory drink for children to make their body healthy. They said if they lack of nutrition, it would give impact to their brain and learning process. Yet, one thing that the twins emphasize is not giving money to them as in following interviews.

"Never give money to them because it is not educated. What we can give is education and food, uniform to support their future. Teaching them how to work so they can survive and earn money. Sometimes their parents do not understand our aim to teach them cook. If they want to help their children cook, it is ok but only help. The children must be able to cook." Said Rosy.

"I want you to be great children in the future, not become beggars, or homeless people on the street, you have to change by education, effort and pray" said Ms. Rosy in front of the children when we went to Puncak, Cibadak, west Java for three days to teach them how to be discipline, independent and knowlegable.

Some students from Papua, and Nusa Tenggara once stayed in their house for a few months to be educated as teachers and assistant of nurse in their hometown. One of students taken from traditional market because one forced her to be prostitute had lived with them and helped the twins teach mathematic to younger children and some skills. She was taken from traditional market because she almost became prostitute.

"Yana, I used to take her from fish market because someone want her to be a prostitute. I sent her to school and lived with us." Now she can help teaching mathematics, and some other skills such as doing batik work, and knitting and she has her own motorcycle from her own income selling her works." Said Rosy.

The twins also monitor their students by going out late at night without the students' notice to make sure their condition. To make the children confident, the twins take them to show their abilities in front of the people, such as playing angklung, singing and other performance. In addition, the twins really care to their students' future by giving information or providing jobs given from the twins' friends or acquaintances. By earning their own money and getting education, the children social status can change. Their problems are not merely economic and social issues, which breaks norms but the thing needs to be done is about their legality and identity.

Feeling of empathy and scarifying what they have for the sake of someone's else is also portrayed from both the founders of Himmata school and Master school. They also provide all students' needs fully. Master school has some courses, which are tailored with students' interests such as music class and art class. They even provide dormitory for those who do not have house. The founder of Master school, whose childhood is not good caused by lack of parents' attention, has vision and commitment to devote his life for people in his surrounding, especially to street children. He believes that education can change thing, including having better future. For him, Master school is not only a school but also a place to build civilization, which at the end, will create change of agents. To actualize his dream, Nurrohim often invites visiting guests such as writers, educators, scholars, businessmen, and motivators. By inviting such people who come from different disciplines, as he said, students will be more motivated to keep learning and have more opportunities to reach their dreams. By affection approach, Nurrohim continuously accompanies

them. Once, one of them was arrested because of stealing, Nurrohim helped him not to be put in jail. Even when the child was sent to jail, he kept motivating him not to do the same mistake again. He said: "when one's heart is touched by kindness, even the meanest man, he will always remember it."

Nagel cited by Scott (2007:26) said that altruism is not a kind of abject self-sacrifice, but simply as a willingness to act in the interest of other persons, without any ulterior motives. Altruism is any behavior motivated merely by the belief that someone else benefit or avoid harm by it." Daniel (2011:20) added that altruism is a motivational state with the ultimate goal of increasing another's welfare. On the other words, the things that three founders of schools have done to help street and poor children get access for education is because it is mainly motivated by strong desires to improve quality of those children- it is to increase welfare of the children at the end. In term of altruism in helping people, Daniel and Laura (1991:109) also distinguish between altruism account and egoistic account on individual outcome. The outcome of helping in altruistic account why we help is to relieve other's suffering as an ultimate goal and as a result we receive self-benefit as unintended consequences. Whereas the outcome of helping in egoistic account why we help is to relieve other's suffering as an instrumental goal and as a result we receive self-benefit as ultimate goal.

Altruism account on the founders of the schools helping street children to get education by establishing schools has main goal-to sharp children's intelligence. The outcome in term of benefit they obtain is happiness, people's affection to them, good relationship with community and rewards as well as material and financial support from any parties. Three model paths cited by Daniel and Laura (1991:111) presents conceptual analysis from various alternative of individual goal in helping others, where altruism path 3 is seen that altruistic motivation will evoke feeling of empathy on behavior response of helping others. The value of altruism itself has a different domain seen from resource sharing-that is resource sharing acts on a sympathetic response (Khalil, 2001:432). The issue of inequality toward education, which causes students' dropout or has no opportunities to attain education is a sympathetic response of the schools' founders. This sympathetic response on issue is their altruistic value. Bar-Tal cited by Piliavin and Charng (1990:30) noted that, with a few exception, most of those who emphasize the motivational aspect of altruism agree that: "altruistic behavior (a) must benefit another person, (b) must be performed voluntary, (c) must be performed intentionally, (d) the benefit must be the goal by itself, and (e) must be performed without expecting any external reward. Based on this concept, individual will have altruistic behavior if it has five characteristics. It means that what the founders of the schools have done have met all above criteria based on the interview and observation.

3.2.2 Self actualization

Not many wealthy, skillfull and knowlegable people would like to contribute something or care to other people's condition particularly thinking about the future of street children. Free schools' founders are only very rare examples found. How they dedicate their life without feeling tired for many years, and contribute what they have, to other people who are not even their families are something great and need to be appreciated. Below interview is the reason why they want to establish school.

"I was shocked seeing that there are small houses in slum area of under toll road after I moved to Jakarta in1990, I said we had to teach here tomorrow for children future, they are our children too. We have energy, money and knowledge." "Life is only once, we eat, drink, go to school, married, have children, work. If we die, what is the money for? We think spiritually, our age? What for? If we use the money for life, it will never finish, we are not tycoons, but what are the benefits? Nothing! I give my money to poor people by establishing the school. After we die, our children and grandchildren will manage the money for poor people. Our house will become a Kartini Rossy and Rian museum." Said both of twins. I had been making a lot of money for many years, I am tired of making money, that's why I decided to establish school for poor people in 1990." Added Rossy.

Even the twins have a very busy day teaching the students at school in Ancol, they still use their garage and their first floor at their house to open school for playgroup and kindergarten for housemaids' children surrounding their house. When the researcher asked whether they are not tired but they answer like following

"What else? We are old. We do not need anything anymore, we have everything, houses, money, cars. What else are we looking for? Just do a good think to other people." Said Rossy.

"The children have grown up, Ms, they have good jobs, each of them gets a house and a car from us. When we die, we just bring *Kafan* cloth and our deeds, not our wealth. Moreover, why we just stay at home, teaching is nice, sing together, cook together and have fun with them." added Rian.

Besides having free schools, they also have opened academy, majoring broadcasting, administration and computer for those people who cannot continue to higher education in 2012. Now since 2016 they have one more building, which is known as *rumah merah* (red house) to be occupied for the academy, named Academi Indonesia Sekolah Darurat Kartini.

"I feel sorry for people who cannot continue to higher education due to high cost. So after they graduate from our school, they can continue to our academy freely too." Said Ms. Rian.

Nurrohim, the founder of Master School together with three other friends, at first, opened group study for street children who sell things around bus terminal and work as buskers whom they saw everyday in the area. Those people usually hung around his resturant making some money for themselves and family all days and didn't go to school because of having barriers. Seeing this condition, Nurrohim decided to teach them reading and writing at mosque and used his money to help them. Since then, the school has developed a lot by having semi-permanent classes in containers, which have colorful paintings. The services provided by this school to community comprise of kindergarten, primary and secondary level as well as skill training classes. Under YBIM foundation, MS has progressed significantly not only on education sector but also other sectors such as social, law, economy and health. This school has expanded to other areas to Bandung, Jakarta (Pulogadung), Cianjur, Jonggol and Bogor as well. Since its establishment the school has around 4000 graduates.

On the basis of Maslow Theory, human motivation is based on a hierarchy of needs consisting of physiological needs (food, water, oxygen, rest), safety needs (security, comfort, freedom from fear), attachment needs (to love and to be loved, to have friends), esteem needs (to be competent and recognized), cognitive needs (curiosity, exploration, understanding of world), aesthetic needs (harmony, order, beauty) and self-actualization (to achieve one's potential). According to him, every person's goal is to become self-actualized. In order to achieve this goal, individuals must first satisfy several basic needs (Carlson & Buskit, 1997: 472). From this explanation and the findings in *situ*, it is proven that self-actualization is a triggering factor, which affects individual to do something more for other people. Maslow on his case studies found that the lives of each of the people including Albert Einstein, Eleanor Roosevelt, Henry David Thoreau and Abraham Lincoln were very self-accepting of themselves and of their lives' circumstances, were focused on finding solutions to pressing cultural problems rather than to personal problems, were open to other's opinion and ideas, were spontaneous in their emotional reactions to events in their lives, had strong senses of privacy, autonomy, human values, and appreciation of life, and had a few intimate friendships rather than many superficial ones (1997:472). Mr. Nurrohim, Ms. Sri Rosyati and Ms. Irianingsih act spontaneously to help street and poor children whom they see them not going to school in their surroundings. When they find out that there is a crucial problem in their country, they focus to resolve its problem by establishing free schools to accommodate those children so that they can get proper education without worrying financial matters.

3.2.3 Determination

Darurat Kartini School had been demolished six times by local government since its establishment in 1992 due to illegality. The twins used to have six schools around west Jakarta and have more than a thousand students. However, the twins keep striving to make the children go to school by

using only plastic cloth to cover the roof as Ki hajar Dewantara (Indonesian's founding father of education) built school without room and border anywhere. They said not to get bored educating the children and do it continuously and consistently. Based on researcher's interview, they also believed that "Love brings spirit to us, if we share love, we will also get love from them. By giving service through love to humankind." Finally their struggles are paid off after getting help from Sriwijaya Airline Company to give them a new building near the area and from Pademangan Police district in 2013. Following interview implied their struggles.

"I still insisted, even though our school has been demolished a few times, we move to other places, we use *terpal* (thick plastic cloth) to cover the roof."

"I feel pity on children, I am stubborn, I don't care, I buy *terpal*, I make school again. The students are happy, they need this school, they don't ask anything."

When I ask whether they feel tired with that condition. Rian answered: "*ora lah*, (Javanese term meaning no) everything has a process, and process is bitter, that's human right, I am stubborn, if our school is demolished, ya we use *terpal*, demolish again, we do it again. If they don't want to give permission, it's up to them, it's their policy, right! I never feel obstacle, the most important thing is the children can be accepted in community and live honestly." There used to be a lot of hoodlums too. But I don't care, we just teach the students and do charity."

"Once I had a hot argument with education service, I said to him "we don't ask money to you, so you don't have right to ban our school. Ki hajar Dewantara even built school without room and border anywhere." Said Rossy.

Without the twins' spirit and high determination, DKS is probably not longer in existence. They have faced abundant of problems: school's permit, location of school, minimum facilities, social problems, prostitutes, hooliganism and crime since 1990 as said by students' parents that the twins are heroines for them. Deni Zakaria is a DSK graduate who continues his study to Academy gives his comment about the twins that they are very strict and determined who care about poor people.

"The twins are strict, determined and they want the students not to become only usual people. It is good and positive to have people who care about poor people. Unaffordable people need education. This school really helps us. I am so grateful that I can go to school here." Said Deni

"I am very salute with the twins. They are heroines to help poor people. It was difficult only to get Bodrek (medicine for headache). They are highly sociable. Everything is guaranteed freely, food, health. Particularly in 1990s, there were a lot of barriers and slander. At the first time, there were many pros and cons about the school establishment. The area was called *tanah merah* (red land) because of high crime. They were afraid if the twins taught them to spread Christianity to children since they thought that they were not Muslim. But the twins still didn't care. I helped them to make half permanent school here. I struggled a lot with them. A lot of hoodlums, pick pockets. The school moved many times, in Kebun sayur, tanah merah." (interview with some of students' parents)

The same problem about eviction also occurs to Master school (MS) in 2015 where a part of the land belongs to local government of Depok. MS occupied 5000 square meters, where 2000 square meters is a donation and 300 square meters is public facility of bus terminal. Local government expanded the area to be Depok Integrated Terminal. 12 out of 25 classes were evicted causing lack of classes since there are 1.630 students from kindergarten to senior high schools. Automatically, it disturbed teaching learning process. Because of this construction, they attempted to have fund raising and ask for people's donation, which eventually they got 50 million IDR to build some rooms. Beside this problem, Nurrohim was once accused as hoodlum's boss because the children who work as sellers and buskers often give their money for safekeeping and regard as if his restaurant was a 'Bank'. But he just ignored people's accusation. At the first time he tried to teach street children, a lot of people looked down on him since they labeled street children as hoodlums. For him, those children, regardless of any religions and ethnics, have right to have better opportunities and recognition. Basically, Himmata School also has similar problem, the land they occupy is unknown or unclear. The thing that they are concerned about is the legality of the land which has unclear owner. They are worried if someday there is someone who claims the land, will

take the land and they have no ideas about the children's future. However, they still attempt to find the solutions.

4. CONCLUSIONS

The free school founders' participations of giving access to free education for poor people of urban areas, particularly to street and poor children in Indonesia contribute to nation's development as education is an investment. Self-actualization, altruism and determination are triggering factors from individual internal forces for the sake of other people's future. Those internal factors highly likely need support from other factors to actualize the goal. While material or financial and intellectual independence in term of economic and education background will ease individuals to make a decision and execute the actions without having to feel burdened or without having to worry with any barriers. Thus, it can be inferred that all factors are interrelated and interwoven in doing a great contribution that is, saving the life of street children of future generations by providing access for education as a long-term investment. As quality education is a part of human right declaration that everyone is entitled to get access to education, the government must take it seriously as well.

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