

Life Survival Strategy of Street Children and Accompaniment

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Abstract

Family poverty is a factor in the emergence of the phenomenon of street children, the inability to fulfill life expenses is the reason for them to survive in the streets by doing activities such as selling newspapers, busking, begging, market workers, street vendors, scavenging used goods, polishing shoes, cleaning vehicles services at traffic lights, collecting used goods, and so on. The purpose of this study was to find out how the live survival strategy for street children and to find out the efforts to assist street children by the Setara Foundation in Semarang City. The type of research used is descriptive qualitative research. The data sources in this study were four street children who lived on the streets for more than 2 years and a manager of the Semarang City Setara Foundation. Data collection techniques used are observation, interviews, and documentation. Validity checking technique using source triangulation. The research located at the Tugu Muda area of Semarang City and the Setara Foundation office. The results of this study are a form of the subject's survival strategy by applying active survival strategies by working on the streets from an early age independently, such as selling newspapers and tissues, passive survival strategies by saving food or eating with potluck dishes, and network survival strategies by maintaining relationships with other street children. The handling carried out by the Setara Foundation involves children that considered at risk of streets life and children that is already involving at streets in various activities, such as preventing children who are at risk of taking to the streets and becoming victims of CSEC, involving children in alternative education, developing children's forums, developing child protection networks, and legal assistance to street children, especially those who are exploited, children in conflict with the law, and sexual violence. The Setara Foundation has several mentoring programs for street children to avoid CSEC and legal assistance for children who are victims of violence and CSEC.

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INTRODUCTION

Indonesia as a developing country is still carrying out the stage of urban development in various sectors. Poverty is a crucial urban problem that occurs today and cannot be avoided. The poverty rate in Semarang City in 2014 reached 84.7 thousand people or 5.04%, although in the 2014-2017 period it decreased to 73.5 thousand or 4.14% in 2018, but this figure is still relatively high.

Family poverty is a factor in the emergence of the phenomenon of street children, the inability to meet the necessities of life is their reason to survive on the streets by carrying out activities such as selling newspapers, busking, begging, market workers, hawkers, scavenging used goods, polishing shoes, cleaning vehicles at red lights, collect used goods, and so on. Not infrequently criminal acts are often carried out by street children to survive to get a mouthful of rice (Arifani et al., 2018: 148).

Street children are children aged 5-18 years who for some reason enter the street world with the aim of earning income. The existence of street children as a part of urban life where they gain life experience. The streets are a means for them to obtain solutions to social and economic problems (Anasiru, 2011: 177).

Survival strategy is the ability to form actions and a set of methods by individuals who are in a weak economic condition are essentially used to overcome various problems that occur in order to maintain survival (Kornita & Yusuf, 2011: 7). The survival strategy of street children in the case of Giri street children is divided into two, namely: permanent activities by singing and side activities by making crafts, selling newspapers, and being a parking attendant. To survive, street children also make defenses by interacting with each other inside and outside their social groups (Indarto, 2016: 70).

Mentoring for street children is an ongoing interaction between assistants and street children, to overcome various problems experienced by street children and develop a harmonious life for a more decent life for street children (Nasofa et al., 2016: 2). Mentoring and handling street children is one of the local government policies that involves the community of child observers, related agencies, and NGOs that can support government policies. One of the efforts made to deal with the problem of street children by the government is the provision of NGOs (Fakhrudin & Tirtaningtyas, 2013). The existence of cooperation formed by the government by cooperating with social institutions, the greater the opportunity to seek the fulfillment of the rights of street children. NGOs are involved in assisting the government in dealing with the problems of street children, through NGO work programs that involve the participation of street children to freely express their opinions and design their own desired activities so that children will participate more and feel happy because they can choose their own activities to be followed.

METHOD

This research uses descriptive qualitative research. Descriptive qualitative research methods are scientific activities that obtain data in the form of words, pictures, and behaviors described in the form of reports and descriptions where these reports and descriptions are richer than just frequency or numbers (Sidiq & Choiri, 2019: 13). The selection of strategies in qualitative research is carried out to obtain answers to a phenomenon that occurs presented in the form of a natural description (Raco, 2010: 103).

Qualitative research is a research method used to examine natural objects based on the philosophy of positivism, where the researcher is the key instrument, data collection techniques are carried out in the form of combinations (triangulation), inductive data analysis, which emphasizes the meaning of the results of a study. Sugiyono, 2017: 205). Qualitative research emphasizes understanding social life problems based on *natural settings* detailed and complex realities, through

an induction approach, researchers develop goals, hypotheses or theories through the process of revealing facts (Anggito & Setiawan, 2018: 9).

This study presents an overview of the existing problems using qualitative method analysis, which aims to see, reveal, understand and explain through sentence descriptions the forms of street children's survival strategies. in the city of Semarang by internalizing the formulation of the problem into the research objectives, through the method used to present accurate information in writing. Qualitative research can see phenomena that develop more broadly and deeply, which can be determined from the symptoms of an object that is comprehensive and inseparable, namely: places, activities, actors, social situations, all of which are synergistically related (Nilamsari, 2014: 177) .

The determined research location aims to provide clarity on the object of research to be more specific. The research location is in a strategic location in the city of Semarang, especially a place where street children are often found around the Tugu Muda area of Semarang City and the Semarang Setara Foundation Office.

Research focus is the boundaries set to assist the research process, setting boundaries is done by knowing which relevant data is needed and which is not needed in the problem identification process. & Setiawan, 2018: 52).

The focus of research is the subject matter of a general nature covering the overall social situation that will be examined include three aspects: the place (*place*), actors (*actor*), and activity (*activity*) that are interacting Sugiyono (2017: 207). This study focuses on the forms of *survival strategies* for street children in the city of Semarang, the factors that cause them to become street children, and assistance for street children by the Setara Semarang Foundation.

The subjects in this study were street children aged 10-18 years around Tugu Muda Semarang City where this age group is a transition period for a child from adolescence to adulthood. Determination of research subjects as the main source of information to obtain data and facts in the field.

Sources of data used in this study can be grouped into two, namely:

Primary Data Primary

data in qualitative research is data received through sources who are directly involved such as the results of interviews with four street children around the Tugu Muda area of Semarang City, the manager Equivalent Foundation. The primary data sources in this study were obtained from field observations, fact finding and interviews. Observation activities are needed to find out the description of the questions when conducting interviews, so that the results of the interviews are more effective, easy to understand and relevant.

Secondary Data Secondary

data in qualitative research is data that is received indirectly as additional information, such as in the form of documents, books, or archives, photos of activities, which can be used to support, complete primary data. Sources of secondary data in this study came from interview photos, photos of street children's activities, archives of the activities of the Setara Foundation, the website of the Setara Foundation, as well as interviews with parking attendants and newspaper sellers in the Tugu Muda area of Semarang City.

Collecting data in a natural setting with the intention of interpreting the phenomena that occur where the researcher is the key instrument, sampling of data sources is carried out *purposively* and *snowballing* , collection techniques are triangulation (combined), data analysis is inductive/qualitative, and qualitative research results emphasize more meaning rather than generalization. Qualitative research does not use statistics, but through data collection, analysis, then interpretation which emphasizes understanding of problems in social life based on conditions of reality or *natural settings* that are holistic, complex, and detailed.

Documentation activities as a medium for collecting information in the form of recording activities, storing data in the form of images, words, someone's work or sound as additional information. According to Sugiyono (2017) recording an activity can form relationships with the community, obtain information that is maintained through documentation. Documentation is used to support research to strengthen the results of observations and interviews. The documents used in the form of pictures and sound recordings were directly obtained from street children in the Tugu Muda area and the administrators of the Semarang Setara Foundation.

An interview is a conversation carried out by two certain parties to obtain information by the interviewer (*interviewer*) who gives questions and the interviewee (*interviewee*) who delivers answers to the questions given by Moleong, (2006: 186). Interview activities are intended to collect data directly by dialogue, before interviewing a researcher must ask permission from the subject to be studied to do it through direct contact and explain the purpose of the interview, offering the benefits of research as a source of knowledge and experience for change. A researcher must also understand the circumstances of the individual who is going to be interviewed and include it in appropriate and appropriate information, the researcher understands the hidden meaning during dialogue (Achmad & Ida, 2018: 140).

Researchers used in-depth interview techniques to obtain accurate and valid information directly from the subject of street children and the managers of the Setara Foundation. The initial activity of the interview was started by making an interview guide as a reference for collecting data. Interviews were also carried out using tools such as writing instruments.

Observation activities are carried out by observing various activities using the senses, hearing, sight, smell to collect full data that is used to gather information and answer research problems, observation observations must choose *thesetting* appropriate, to find proportional information, equip oneself through technical understanding, and know very well who who will be the subject of observation (Sidiq & Choiri, 2019: 66). To avoid manipulation, in a registerfield observations *recording* as a way to record data in the field of natural observation, observation of qualitative research is useful as a description, give birth hypotheses and theories (Sugiyono, 2015: 310).

The validity of the data is the degree of accuracy to obtain valid data for a research purpose. By from it to obtain valid data researchers need four inspection techniques, among others: the degree of confidence (*credibility*), dependence (*dependability*), keteralihan (*transferability*) and certainty (*confirmability*). Triangulation as a way to describe phenomena and obtain data validity by utilizing something other than the data itself, there are various kinds of triangulation, namely: (a) Source triangulation as a way to make comparisons of the degree of confidence in obtaining information through different sources carried out by comparing the results of documents with interviews, comparing the results of observations that have been made with interviews, comparing public opinion with personal opinions. (b) Theory triangulation, namely by utilizing one theory with another theory to be combined in order to produce more comprehensive data results. (c) Time triangulation is a method used to see changes related to human behavior that changes over time as seen from repeated observations and observations by researchers to obtain valid data. (d) Researcher triangulation, which means using one or more observers in conducting an interview or observation, observing phenomena by several researchers will obtain more valid data because each researcher has different perceptions, styles, attitudes when making observations. a phenomenon. (e) Method triangulation is a check and recheck of research findings that can be done by collecting data carried out with more than one research technique to obtain data similarity (Bachri, 2010: 55).

Triangulation as a data collection technique to test the accuracy of the data by combining various data sources and data collection techniques. Researchers will use several data collection techniques to obtain similar data, later researchers will conduct participatory observations, interviews, and documentation to obtain the data needed by researchers.

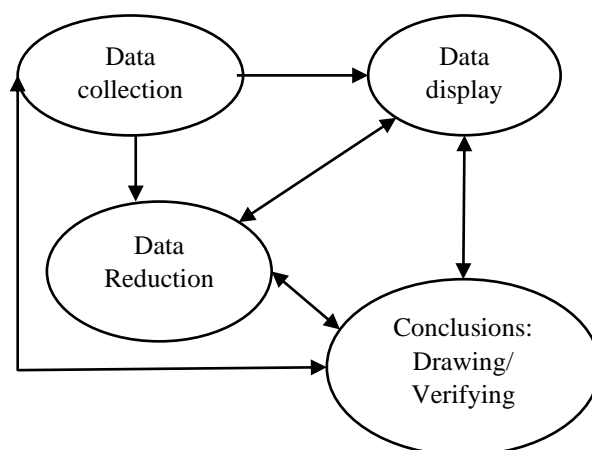


Figure 1. Miles & Huberman Data Analysis Components (Sugiyono, 2017: 24)

RESULTS AND DISCUSSION

Based on the research that has been done, data on the number of street children in the city of Semarang is obtained. The following is data on the number of street children in Semarang City according to BPS (2016).

Table 1. Number of Street Children in Semarang City

Year	Total
2008	395
2011	216
2012	216
2013	216
2014	192
2015	192
2016	192

Source: BPS Central Java Province

Tugu Muda area is one one location in the city of Semarang where until now there are still street children's activities. The following is a profile of street children in the Tugu Muda area who are the research subjects:

Based on the research, the results of the street children's survival strategy are as follows:YL is a 15-year-old boy who is the second of two siblings. The subject has worked on the street for 2 years, the subject's daily job is as a newspaper seller at the red light of the Tugu Muda area. The economic difficulties faced by the subjects became the reason for taking to the streets to increase income which was used to help meet the needs of daily life.

FA is a 16 year old girl who is the fifth child of six siblings, the subject has been down and worked on the streets since the age of 10, the subject's daily job is as a newspaper seller around the red light in the Tugu Muda area of Semarang. For approximately 6 years the subject worked by taking to the streets to earn money to help parents meet their daily needs. In addition to selling newspapers, the subject sometimes helps in the shop to earn additional income, the work is done on his own free will without any coercion from his parents.

MA is a 13-year-old boy who is the third of four siblings, the subject has worked on the streets for approximately 7 years before attending elementary school. The subject's daily work is selling newspapers and tissues at red lights and the area around Tugu Muda Semarang. Taking to the

streets to work has been done since the age of 5 years which until now has been done on the basis of his own will without coercion from his parents. The income earned from working on the streets, apart from being handed over to parents, is also used for snacks. Apart from selling newspapers and tissue, MA has done other jobs such as busking, begging and so on to maintain life.

RO is a 10 year old boy who is the fourth of four siblings, who is currently in the 4th grade of elementary school. The subject's daily work is as a tissue and newspaper seller at a red light in the Tugu Muda area of Semarang. The subject has worked on the streets for approximately 3 years. Economic difficulties and orders from parents are the reasons for the subject to go down to work on the streets to earn money.

Based on the data analysis, it was found that the theme of *life survival strategy* in subject 1 (YL) was working independently on the streets, taking debts in the stalls to meet needs, maintaining friendships on the streets, and surviving on the streets to avoid negative actions. Furthermore, in subject 2 (FA) which is working from an early age on the streets, increasing working hours by helping in the stalls, taking advantage of assistance from the community, especially motorists who pass through the Tugu Muda area, borrowing from the stalls to meet their daily food needs. Furthermore, the theme of *life survival strategy* on subject 3 (MA) is working from an early age on the streets, taking debt in a shop to make ends meet, ever begging and busking, maintaining friendships on the streets. Furthermore, subject 4 (RW) is working independently on the streets, saving on food, maintaining friendships on the streets.

The following are the themes *life survival strategy* of street children's which will generally be discussed from the findings of the subject in the field. The same theme for the first *life survival strategy* is that the four subjects go down and work independently at an early age. YL has worked as a newspaper seller since the age of 13, FA has worked as a newspaper seller since the age of 10, and MA and RW have worked as a newspaper and tissue seller since the age of 6. From the results of working independently on the streets the four subjects were able to maintain their survival, the income earned on the streets was given to the parents of street children. This is in accordance with Suharto's opinion (2016: 8) that children's income is very helpful in supporting the survival of the poor, where children are used as economic factors to support family survival. This is also reinforced by the opinion of Widiyati & Budiartati (2020: 126) which states that the reason many children become street children is because of the weak family economy so that they leave school because they are forced to work on the streets looking for a fortune to help their families.

The second theme is the same is owed to eat at the stall. The four subjects survive by taking debt in food stalls around the market. The four subjects were able to pay for the food they ate after earning money from working on the streets. This strategy is a form of network survival strategy that utilizes relationships. This is in accordance with the opinion of Acts (2016: 13) which states that the application of network strategies can be done such as borrowing money from relatives, warehouse or shop owners, and formal relations such as borrowing from a bank or mortgaging goods to a pawnshop to meet the necessities of life.

The third theme is the same, namely by saving expenses. The four subjects only ate one meal a day or even had to fast to save expenses. This was done by the four subjects in an effort to maintain their survival. This is in accordance with the opinion of Acts (2016: 10) that one of the survival strategies is to apply a passive strategy by saving, for example saving on food and eating with makeshift side dishes.

The fourth theme is that the friendship relations of street children are maintained. When going down and working on the streets, the subject felt that friendship relations were growing and maintained by playing and working together. In addition, finding friends who share the same fate fosters self-confidence in street children. While on the streets they feel safe because of the relationships they have. This is in accordance with the opinion of Arfani & Sukamdi (2018: 8) the

solidarity that is formed between one another becomes a survival strategy for street children, so that they are not afraid to continue to take to the streets. This is also reinforced by the opinion of Puruhita et al. (2016: 106) which states that street children have a high sense of solidarity such as caring for and caring for sick friends or family, helping others and not bullying others.

According to Orme and Seipel (2007: 497) "most of the children indicated that they were able to stay out of trouble because they had a high degree of social, emotional and financial support from other street children. They felt that their friends on the street encouraged each other to endure their challenges".

Based on the results of research conducted on street children in Tugu Muda, Semarang City, several survival strategies were obtained, including: working independently at an early age, getting into debt at the shop, saving expenses, and maintaining friendly relations between other street children.

Based on the results of the study, it was found that the factors causing the emergence of street children in the Tugu Muda area of Semarang City were the poverty factor experienced by the families of street children. The difficulty of getting a job and the high need for family life are the reasons for low-income communities demanding their children to work, where these children do not have the skills so they choose to become street children by working as sellers of newspapers and tissues. The work was chosen by street children because newspapers and tissues are easy to obtain and do not require special skills and there are regulations that prohibit children from begging and singing in the Tugu Muda area. This is in accordance with the opinion of Siregar et al., (2006: 29) the higher the economic status of the family, the lower the tendency to become street children, but conversely the lower the economic status of the family, the higher the chances of children becoming street children. This is also supported by the opinion of Basri & Yoserizal (2019: 89) which states that poverty experienced by families is an internal factor that is the reason children become street children with the aim of looking for food, as well as looking for additional money used for additional school fees and other necessities. other.

However, data from the literature shows that poverty is not the only factor causing the emergence of street children. According to Nurwijayanti (2012: 211-212) the factors that cause a child to become a street child are: (1) *Immediate causes* (micro level), factors related between children and their families, (2) *underlying causes* (meso level), factors that relate to children and society, (3) *basic cause* (macro level), factors related to macro structure.

At the micro level, the causes of a child to become a street child can be identified, namely: (1) being forced to work by parents either while still in school or having dropped out of school, (2) running away from family and choosing to live on the streets, (3) invitations by friends and family members. desire for adventure on the streets, (4) poverty experienced by families who are unable to meet the basic needs of children, (5) violence from parents, inharmonious relationships between parents and families, divorce of both parents and so on.

At the meso level, the causes of a child to become a street child can be identified, namely: (1) marginalized communities teach a child to work on the streets to help meet the needs of family life which leads to children dropping out of school. (2) The habit of people going to the city to look for work because of the limitations that exist in their area. (3) Rejection of street children which causes them to stay longer on the streets and so on.

At the macro level, the causes of a child to become a street child can be identified, namely: (1) the opportunity to work in the informal sector which does not require special capital and expertise. (2) The high cost of education causes children to not have the opportunity to learn and the behavior of educators is discriminatory. (3) Urbanization, there is no common perception between the government and agencies towards street children.

Based on research conducted on street children in Tugu Muda, Semarang City, the factors that cause children to take to the streets are: (1) the micro level, namely being forced by parents to work either while still in school or having dropped out of school and the poverty experienced by the family. (2) The meso level, namely marginal communities teach a child to work to help meet the needs of family life which results in the child dropping out of school. (3) At the macro level, there are still opportunities to work in the informal sector which does not require special capital and expertise.

Minors should not be on the streets and survive by working to meet the needs of family life. Children should get their rights and are not obliged to work to survive. According to the Convention on the Rights of the Child (CRC), which has been ratified in Presidential Decree No. 36 of 1997, there are children's rights consisting of the Absolute Rights of the Child and the Basic Rights of the Child. The absolute rights of children consist of 10 rights that must be fulfilled, namely: (1) the right to be happy, (2) the right to education, (3) the right to protection, (4) the right to obtain a name, (5) the right to nationality, (6) the right to Food, (7) Health Rights, (8) Recreational Rights, (9) Equality Rights, and (10) Roles in Development Rights. There are 4 basic rights for children, namely: (1) the right to life, (2) the right to grow and develop, (3) the right to participate, and (5) the right to protection.

Street children lose their rights, both absolute rights and basic rights because they have to work on the streets due to life problems, especially family economic problems. Children who are supposed to go to school, play with friends, and get proper food are forced to take to the streets in inadequate conditions and risk living on the very hard streets.

Based on the 10 Absolute Rights of the Child and 4 Basic Rights of the Child according to the Convention on the Rights of the Child (KHA) which has been ratified in Presidential Decree No. 36 of 1997, street children have lost four Absolute Children's Rights that should be obtained by street children, among others: the Right to Joy, the Right to Education, Recreational Rights, and Equality Rights, as well as losing one of the basic rights of children, namely the right to grow and develop.

Based on the results of the study, the factors causing the emergence of street children in the Tugu Muda area of Semarang City were the poverty factor experienced by the families of street children. The difficulty of getting a job and the high need for family life are the reasons for low-income communities demanding their children to work, where these children do not have the skills so they choose to become street children by working as sellers of newspapers and tissues. This job was chosen by street children because newspapers and tissues are easy to obtain and do not require special skills and there are regulations that prohibit children from begging and singing in the Tugu Muda area.

However, data from the literature shows that poverty is not the only factor causing the emergence of street children. According to Nurwijayanti (2012) the factors that cause a child to become a street child are: (1) *Immediate causes* (micro level), factors that relate between children and their families. (2) *Underlying causes* (Meso level), factors that relate between children and society. (3) *Basic cause* (macro level), factors related to macro structure.

At the micro level, the causes of a child to become a street child can be identified, namely: (1) being forced to work by parents either while still in school or having dropped out of school, (2) running away from family and choosing to live on the streets, (3) invitations by friends and family members. desire for adventure on the streets, (4) poverty experienced by families who are unable to meet the basic needs of children, (5) violence from parents, inharmonious relationships between parents and families, divorce of both parents and so on.

At the meso level, the causes of a child to become a street child can be identified, namely: (1) Marginal communities teach a child to work on the streets to help meet the needs of family life which leads to children dropping out of school. (2) The habit of people going to the city to look for

work because of the limitations that exist in their area. (3) Penolakan terhadap anak jalanan yang menjadi penyebab mereka semakin lama di jalanan dan lain sebagainya.

At the macro level, the causes of a child to become a street child can be identified, namely: (1) There is an opportunity to work in the informal sector which does not require special capital and expertise. (2) The high cost of education causes children to not have the opportunity to learn and the behavior of educators is discriminatory. (3) Urbanization, there is no common perception between the government and agencies towards street children.

Based on research conducted on street children in Tugu Muda, Semarang City, the factors that cause children to take to the streets are (1) Micro level, namely being forced by parents to work either while still in school or having dropped out of school, Poverty experienced by the family. (2) The meso level, i.e. marginalized communities teach a child to work to help meet the needs of family life which results in the child dropping out of school. (3) At the macro level, there are still opportunities to work in the informal sector which does not require special capital and expertise.

Minors should not be on the streets and survive by working to meet the needs of family life. Children should get their rights and are not obliged to work to survive. According to the Convention on the Rights of the Child (CRC) which has been ratified in Presidential Decree No. 36 of 1997, there are children's rights which consist of the Absolute Rights of the Child and the Basic Rights of the Child. The absolute rights of children consist of 10 rights that must be fulfilled, namely: (1) the right to be happy, (2) the right to education, (3) the right to protection, (4) the right to obtain a name, (5) the right to nationality, (6) the right to Food, (7) Health Rights, (8) Recreational Rights, (9) Equality Rights, and (10) Roles in Development Rights. There are 4 basic rights for children, namely: (1) the right to live, (2) the right to grow and develop, (3) the right to participate, and (5) the right to protection.

Street children lose their rights, both absolute rights and basic rights because they have to work on the streets due to life problems, especially family economic problems. Children who are supposed to go to school, play with friends, and get proper food are forced to take to the streets in inadequate conditions and take the risk of living on the very harsh streets.

Based on the 10 Absolute Rights of the Child and the 4 Basic Rights of the Child according to the Convention on the Rights of the Child (KHA) which has been ratified in Presidential Decree No. 36 of 1997, street children have lost four Absolute Children's Rights that should be obtained by street children, among others: the right to joy, the right to education, recreation rights, and equality rights, as well as the loss of one of the basic rights of children, namely the right to grow and develop.

Based on research conducted at the Setara Foundation, the results obtained regarding the handling of street children and children who are vulnerable to taking to the streets. The work programs of the Setara Foundation include:

1. Program SAFE4C (Safe and Friendly Environment for Children).

The SAFE4C program aims to build a safe and child-friendly environment in 10 districts/cities in Central Java Province. This program is implemented by the Setara Foundation in collaboration with the Office for the Protection of Women and Children in Central Java, supported by UNICEF. The SAFE4C program is implemented through the Child Protection System Approach. The SAFE4C program contributes to the development of an effective child protection system for the prevention and management of threats of violence, abuse, exploitation and neglect of children. The SAFE4C program involves three things, namely: (1) Social Norms that protect children, (2) *Life Skills* and children's participation, and Community Involvement, which will protect children from threats to safety and child development.

2. PKSAI Program

PKSAI is the center and forum for coordination and institutionalization of collaboration between financial institutions involved in the implementation of child welfare. The main targets of making PKSAI are children who are considered vulnerable to social welfare problems, and families/caregivers who have an important role in the welfare of children. The implementation of Child Protection, Child Social Welfare is the responsibility of the regional government, for this reason then a commitment to the implementation of children's social welfare needs to be carried out in an integrative way through the Regent/Mayor Regulation, so that upstream and downstream problems in children, especially in providing handling of acts of violence, exploitation, neglect and mistreatment of children, providing treatment for children who have problems in the fields of health, education, and social welfare.

3. Program ROOTS

ROOTS Indonesia is an intervention model based on scientific evidence and child participation that has been developed through workshops with government, universities, youth, and community groups.

4. Positive Discipline Program

The Positive Discipline Program was developed by the Ministry of Women's Empowerment and Child Protection (KPPPA), with the support of UNICEF and the Nusantara Sehati Foundation. Positive Discipline trains educators on how to teach discipline to students without using elements of violence, teaches discipline to students without using elements of violence, both physical and verbal. Violence in discipline is in fact ineffective and can have long-lasting effects on children.

In addition to the above programs, the Setara Foundation also provides direct and indirect services. The forms of direct and indirect services include: (1) Efforts to prevent children at risk from taking to the streets and becoming victims of Commercial Sexual Exploitation of Children (ESKA). (2) Involvement of at-risk children and street children in various activities through alternative education with artistic approaches such as: education on problems, CSEC issues, human rights, children's rights, environment, democracy, health, and so on. (3) Health services for children at risk and street children, especially children with chronic diseases. (4) Develop a children's forum. (5) Develop parent forums in 5 villages (Gunung Brintik, Batu, Gunung Sari, Delikrejo, Johar). (6) Legal assistance and social reintegration in cases of sexual exploitation (commercial), children in conflict with the law and sexual violence. (7) Development of anti-CSEC children's forums and young facilitators. (8) Make a bulletin forum for anti-ESKA children. (9) Developing Child Friendly Schools in 8 Elementary Schools in Semarang City. (10) Develop a Child Protection Network. (11) Assistance for the Integrative Child Social Welfare Program (PKSAI) in Klaten and Surakarta Regencies Since 2016-present.

The Setara Foundation is a non-governmental organization (NGO) that works on the issue of children's rights, one of which is mentoring and handling street children. Assistance and handling activities for street children and children who are vulnerable to taking to the streets at the Setara Foundation with direct and indirect services (campaigns and advocacy), namely: (1) prevention efforts for at-risk children so as not to take to the streets and become victims. commercial sexual exploitation of children. (2) Involving children at risk and street children in various activities through alternative education with artistic approaches such as education on problems, CSEC issues, human rights, children's rights, democracy, environment, health, and others. This activity is also carried out with direct learning assistance that involves children so that children can also contribute, discuss directly with children what activities they want, encourage and facilitate children to see their potential, learning assistance is also carried out by going directly to areas that are vulnerable to children. take to the streets. (3) Develop a children's forum. In this activity, life skills education is

carried out by involving children and sharing with peers. (4) Develop a child protection network. The network that was formed was carried out in collaboration with the local government through the Central Java Provincial Women and Child Protection Agency supported by UNICEF, as well as developing collaboration with the SAFE4C and PKSAI institutions. (5) Legal assistance and social reintegration for street children, especially children who are victims of sexual exploitation, children who are in conflict with the law, and sexual violence against children.

CONCLUSION

Based on the results of research on the *Life Survival Strategy* for Street Children and the Assistance of the Setara Foundation in Semarang which has been explained in the discussion and in accordance with the objectives and focus of the research, it can be concluded that the survival strategy of street children in the Tugu Muda area of Semarang City is carried out by working on the streets from an early age. independently such as selling newspapers and tissues, taking advantage of relationships with debt in the stalls to meet the necessities of life, implementing strategies by saving on food or eating simple side dishes, having relationships with other street children. As well as the handling of street children carried out by the Setara Foundation involving children at risk and street children in various activities through alternative education with artistic approaches such as education on problems, CSEC issues, human rights, children's rights, democracy, the environment, developing children's forums, developing protection networks. children, assistance for integrative child social welfare programs, legal assistance for street children, especially those who are exploited, children in conflict with the law, and sexual violence.

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