

THE EFFECT OF PERSONAL COMMUNICATION OF SOCIAL WORKERS AND STREET CHILDREN ON THE INDEPENDENCE AND EMOTIONAL INTELLIGENCE OF STREET CHILDREN

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Abstract

Interpersonal communication is important for building self-concept, self-actualization, and for survival. Likewise, interpersonal communication between social workers and street children will affect the survival of street children at the level of independence and emotional intelligence. This study aims to obtain an overview of: (1) the effect of interpersonal communication between social workers and street children on the independence of street children; the effect of interpersonal communication between social workers and street children on emotional intelligence; (2) The Effect of Interpersonal Communication of Social Workers and Street Children on the Formation of Independence and Emotional Intelligence of Street Children. This study uses a survey method, the population of this study is street children who were fostered by the Bahtera Bandung Foundation, amounting to 451 people, using a stratified random sampling technique. using the Internal Consistency analysis method with the Cronbach alpha coefficient test technique. Data collection techniques used in this research are: Questionnaire, Observation, Documentation Study. In testing the research hypothesis, statistical tests using Path Analysis were used. This research was conducted at the Bina Sejahtera Foundation (Bahtera) in Bandung. The results showed that: 1) interpersonal communication has a positive and significant influence on the independence of street children with a path coefficient of 0.509. These results indicate that the better interpersonal communication which consists of the dimensions of openness, empathy, supportive attitude, positive attitude and equality, the higher the independence of street children. 2) Interpersonal communication has a positive and significant influence on the emotional intelligence of street children with a path coefficient of 0.629. This finding shows that the better interpersonal communication which consists of the dimensions of openness, empathy, supportive attitude, positive attitude and equality, the higher the emotional intelligence of street children..

Key words:

Interpersonal communication, Independence, emotional intelligence

INTRODUCTION

Children are family members who must get protection, education, and attention from

both parents or from those closest to them. The reality shows that there are children who have to roam, socialize and live on the streets because the economic conditions of their parents force them to work to earn a living on the streets or traffic lights.

Data from 2000 shows that there are around 30 million children left to fend for themselves on the streets and around 80 million working children are scattered and exploited in the workplace. According to data from the Ministry of Social Affairs in 2021, there are still 9,113 street children (Puspensos, 2021). Meanwhile, data from the Bandung City Social Service stated that there were 2,162 street children in the city of Bandung in 2012

Children who become "street children" are not only not having their basic and psychological needs met, but they are vulnerable to acts of violence, both physical and sexual violence. This is like the findings of several research results showing the existence of physical and sexual violence experienced by street children in the city of Semarang and in the city of Bandung (Hayati, S. 2013; Kusumawati, A., Shaluhayah, Z., & Suryoputro, A. 2014).

Street children according to Odi Shalahudin, are "someone under 18 years of age who spends part or all of his time on the streets by doing activities to earn money or to maintain his life". to carry out activities to make money on the road.

There are many factors that encourage children to become street children. One of them is poverty. According to a number of research results, Irwanto et al (1995), poverty is the main factor that encourages children to go to the streets or become workers. In poor families, when family survival is threatened, all family members including children are

mobilized to provide for the family's needs. Thus poverty is the main key in encouraging children to become street children. The results of research by Epi Supiadi et al (1999) showed that most of the street children experienced being stabbed (taxed), beaten by older street children, some experienced sodomy events, and were treated harshly by the National Disciplinary Movement (GDN) officers. It is undeniable that acts of violence emotionally, physically, socially, economically, and sexually will have a destructive effect on children and even behavioral deviations among street children.

One of the Social Welfare Institutions (LKS) that handles street children is the Bina Sejahtera Foundation (Bahtera) in Bandung. In dealing with the problem of street children, this foundation uses an open house approach, which is a center for street children activities (street based) in areas where there are many street children. This place serves as the entrance for street children to access services by involving the local community.

The Bahtera Foundation in providing services to street children involves professional social workers, where this profession in assisting street children applies the principle of social work, namely accepting what they are, and placing them on an equal level (human dignity). The Bahtera Shelter here is a place and place for street children whose main goal is for children to still feel like they have parents or family, so that they stick to and behave according to the values and norms that apply in society.

The general purpose of the establishment of the Shelter House is to help street children in overcoming the problems they face and help them find alternative solutions. Therefore, the role of professional social workers as companions of street

children seeks to make street children have independence, and have sensitivity, concern, positive behavior and have the potential to cooperate, communicate in a participatory manner, which is none other than having emotional intelligence.

The functions and duties of social workers in carrying out their roles for street children are very effective and are needed through interpersonal (interpersonal) communication between social workers and street children. This interpersonal communication shows the life, association between social workers and street children who are equal, equal who can share information, ideas, and attitudes that are mutually involved and require reciprocal interactions between social workers and street children.

According to Klinger, the relationship between a person and another person will affect the person and the information provided through communication makes the spirit developed. In line with the opinion of Deddy Mulyana (2003: 5) suggests that interpersonal communication is important to build self-concept, self-actualization, and for survival. Likewise, interpersonal communication between social workers and street children will affect the survival of street children which is indicated by increasing the independence and emotional intelligence of street children. This needs to be done considering the behavior of street children has psychological problems due to wrong treatment from parents or the impact of violence received on the streets (Astri, H. 2014).

The independence of street children refers to the desire to compete with others, have the ability to make decisions, have self-confidence, and be responsible for what street

children do. While emotional intelligence refers to the ability of street children to control themselves, socially indicated by sensitivity, concern, positive attitude, and participatory.

Independence and emotional intelligence are factors that are considered important to be developed, so that children do not return and are accustomed to living on the streets. However, to realize it is not easy, because it requires continuous motivation from street children and parties who pay special attention to the lives of street children.

The theory used to explain interpersonal communication of social workers as communicators to street children as communicants is the Stimulus - Organism - Response (SOR) theory. As stated by Luthans (1985: 23) in his study of organizational behavior, a guide to studying behavior in organizations is carried out by using the Stimulus - Organism - Response (SOR) approach. The model developed by Luthan is S-O-B-C (Stimulus - Organism - Behavior - Consequences), which is the development of the S-R or S-O-R theory with the same assumptions. The advantage of this model is that there are consequences that indicate the orientation that will be achieved through the behavior of street children.

In the S - O - R approach as stated by Barlund (in Trenholm, 1986: 33) there are several assumptions. The first assumption, from a psychological perspective, is that humans move freely in a stimulus field that is absorbed and generated. At first behavior was described as a series of stimulus-response, — later this scheme was modified with stress on the organism (O) so that it became S - O - R which emphasized that humans as organisms are active subjects and not merely passive recipients. The second assumption is that humans are changed by the stimuli they

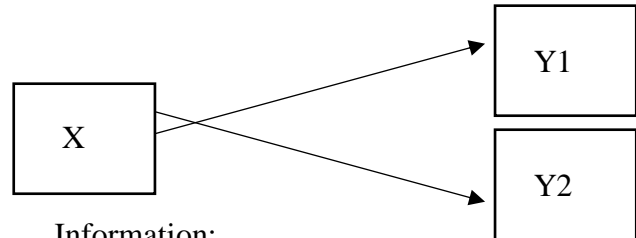
receive. In humans there are a number of conceptual structures that are the result of past experiences that develop over time. The third assumption is that humans can respond to stimuli selectively and can choose future responses on the basis of past experience and anticipation of the future. Furthermore, this theory views humans as active information processors who are able to make choices and are controlled by various goals and needs.

Based on the theory of S-O-R (Stimulus - Organism - Response) above, then as Stimulus (S) is interpersonal communication and as Response (R) is independence and emotional intelligence, while Organisms (O) in this case are street children. In an organization like this, the application of the theory of S - O - R (Stimulus - Organism - Response) can be observed through the activities of social workers as communicators. The change in attitude of street children as communicants can be seen when communication takes place between street children and social workers at the Shelter House. Informal communication in this kind of organization often occurs in every process of realizing programs.

METHODE

The research method used in this study is a survey, namely research used on large and small populations, but the data studied are data from samples taken from that population, so that relative events, distributions and relationships between variables are found (Sugiyono , 1997: 7). The survey was conducted to see the effect of the independent variable (X) on the two dependent variables (Y). The independent variable is interpersonal communication, while the dependent variable is the child's independence and emotional intelligence. Under these conditions, this

study uses the correlational method. This method is used to determine the relationship between the independent variable and the two dependent variables. The relationship model between variables can be described as follows.



Information:
 X : Interpersonal communication
 Y1 : Independence
 Y2 : Emotional intelligence

Figure 1. Relationship Models between Variables

1. Population and Sampling Techniques

a. Population

The population is the total number of a unit being analyzed. According to Sugiyono (2002: 57), population is a generalization area consisting of: objects/subjects that have certain quantities and characteristics determined by researchers to be studied and then drawn conclusions. Based on these limitations, the population of this study were street children who were fostered by the Bahtera Bandung Foundation, amounting to 451 people.

b. Sampling

The number of samples that will be used as respondents is 204 children or 45.22 percent of the total population, with details 69.74% of street children aged 6-12 years, 0.9 of street children. 13 -15 years, and 70.00 of street children. street children aged 16-18 years. So that the sample taken represents the entire population, a stratified random sampling technique is used, with the

consideration that the population is heterogeneous in terms of age.

2. Validity Test and Reliability Test

a. Validity Test

The validity test used in this research is to use the product moment correlation technique formulated by Jamaludin Ancok (in Masri Singarimbun and Sofian Effendi, 1995: 137) with the following formula:

$$r = \frac{\sum_{i=1}^n x_i y_i - \left(\frac{\sum x_i}{n} \right) \left(\frac{\sum y_i}{n} \right)}{\sqrt{\left[\sum_{i=1}^n x_i^2 - \frac{(\sum x_i)^2}{n} \right] \left[\sum_{i=1}^n y_i^2 - \frac{(\sum y_i)^2}{n} \right]}}$$

r = Correlation coefficient between x and y

x = score obtained from the subject of each item x

y = the score obtained from the subject of each item y

∑x = total score distribution x

∑y = total score distribution y

∑x² = sum of squares on each x . score

∑y² = sum of squares on each y . score

n = number of samples

b . Realibility Test

To test the reliability of the measuring instrument, it is carried out using the Internal Consistency analysis method with the Cronbach alpha coefficient test technique, with the following formula:

$$r_{xx} = \alpha = \frac{k}{k-1} \left[1 - \frac{\sum r_i^2}{\sum r_{x^2}} \right]$$

k = number of items

rx² = varian test

r_i² = variant of each item

∑Yr_i² = total variance of all items (Lisa Friendenberg, 1995:197)

The reliability coefficient (r) is interpreted as a proportion or percentage variance. The higher the proportion obtained,

the higher the level of reliability of the measuring instrument.

1) Data collection techniques

Data collection techniques used in this study are: Questionnaire, Observation, Documentation Study.

2) Data Analysis Techniques

In testing the research hypothesis, statistical tests are used using Path Analysis, the structure of the test path is arranged as follows:

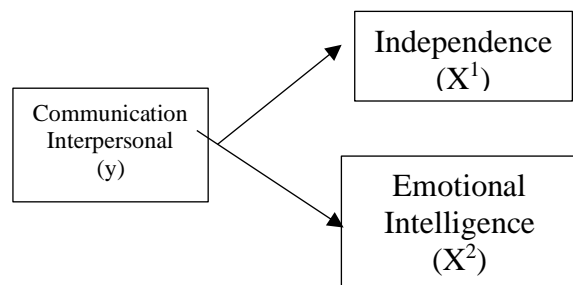


Figure 2. Structure Path of Data Analysis

RESEARCH RESULT

1. The Effect of Interpersonal Communication on Independence

Based on the results of path analysis calculations for testing the first hypothesis, namely regarding the effect of interpersonal communication on independence, the following results are obtained::

Table 1. Pathway Coefficient Results of Interpersonal Communication Effect Against Independence

Path Coefficient	t count	t table	Information
0,509	5,977	1,645	Significant

To determine the magnitude of the influence of interpersonal communication on independence used path coefficient, which obtained a value of 0.509. The path coefficient

of the influence of interpersonal communication on independence through a significance test shows that t count (5,977) > t table (1,645). That is, the effect of interpersonal communication on independence is significant. Thus the first hypothesis which states: there is an influence of interpersonal communication on independence is "accepted".

Furthermore, below is a table of the results of calculating the contribution of direct and indirect influences and the total influence of the influence of interpersonal communication on independence through emotional intelligence variables.

Table 2. Result of Direct, Indirect and Total Communication Pathway Coefficients Interpersonal Against Independence

Direct and indirect influence	Contribution
X direct	
X through Y2	6,6%
Total influence of X on Y1	57,5%

Based on the results of the above calculation, it is known that the direct influence of interpersonal communication on independence is 50.9%, while the indirect influence through emotional intelligence is 6.6%. When referring to these results, the real influence between interpersonal communication on independence is a direct influence, and not through emotional intelligence. This can be seen from the magnitude of the direct contribution which is greater than the indirect contribution through emotional intelligence. From the table above, it can also be seen that the total effect given is

57.5%. The path diagram and t value for the influence of interpersonal communication on independence are as follows:

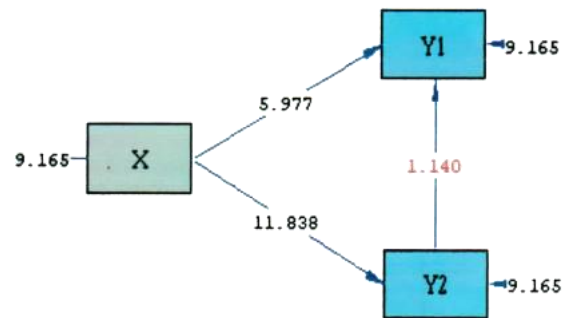


Figure 3. Interpersonal Communication Influence Path Coefficient Diagram Against Independence

2. The Effect of Interpersonal Communication on Emotional Intelligence

Based on the results of path analysis calculations for testing the second hypothesis, namely regarding the effect of interpersonal communication on emotional intelligence, the following results are obtained:

Table 3. Pathway Coefficient Results of Interpersonal Communication Effect Against Emotional Intelligence

Path Coefficient	t count	t table	Information
0,629	9,071	1,645	Significant

To determine the magnitude of the influence of interpersonal communication on emotional intelligence used path coefficient, which obtained a value of 0.629. The path coefficient of the influence of interpersonal communication on emotional intelligence through the significance test was obtained t count (9.071) » t table (1.645). This means

that the effect of interpersonal communication on emotional intelligence is significant. Thus the second hypothesis which states: there is an influence of interpersonal communication on emotional intelligence is "accepted". Furthermore, below is a table of the results of calculating the contribution of direct and indirect influences and the total influence of the influence of interpersonal communication on emotional intelligence through emotional intelligence variables.

Table 4. Result of Direct, Indirect and Total Communication Pathway Coefficients Interpersonal Against Emotional Intelligence

Direct and indirect influence	Contribution
X direct	62,9%
X through Y1	4,5%
Total influence of X on Y2	67,4%

Based on the results of the above calculations, it is known that the direct influence of interpersonal communication on emotional intelligence is 62.9%, while the indirect influence through independence is 4.5%. When referring to these results, the real influence between interpersonal communication on emotional intelligence is a direct influence, and not through independence. This can be seen from the magnitude of the direct contribution which is greater than the indirect contribution through independence. From the table above, it can also be seen that the total effect given is 67.49. The path diagram and t value for the influence of interpersonal communication on emotional intelligence are as follows:

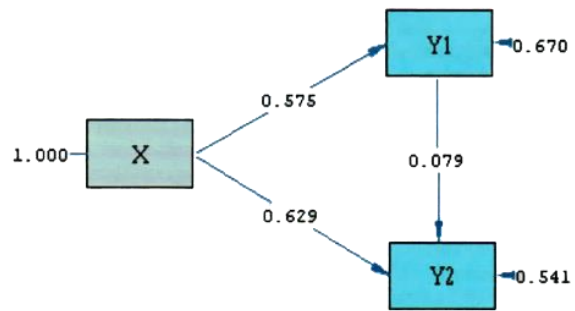


Figure 4 Interpersonal Communication Influence Path Coefficient Diagram Against Emotional Intelligence

DISCUSSION

The results of this study prove that interpersonal communication is a factor that significantly influences independence and emotional intelligence. This finding means that the better interpersonal communication, the higher the independence and emotional intelligence of street children. Vice versa, if the condition of interpersonal communication does not go well, it will cause a decrease in independence and emotional intelligence.

It is understandable that interpersonal communication is important for increasing the independence and emotional intelligence of street children. Interpersonal communication concerns human-human relationships, both formal and informal relationships, in which there is communication related to work problems, tasks, to personal problems as a human being. From such communication, it will have an impact on psychological situations, namely: similarity, concern, openness which is full of warm atmosphere, friendship, mutual giving, and receiving. These psychological situations tend to reduce mutual suspicion with others, avoid misunderstandings that will foster a spirit and spirit of togetherness. Together, all heavy burdens will feel lighter. More than that,

togetherness will make people enthusiastic, happy in the face of even tough tasks.

Interpersonal communication allows employees to work in a friendly atmosphere, both as fellow members of the organization and as friends in their daily life. In addition to equalizing perceptions, it also avoids misunderstandings so as not to cause conflicts. Disrupted communication will increase suspicion and will foster negative thinking which in the end can damage one's relationship with another.

The location of the importance of interpersonal communication in achieving independence and emotional intelligence is in the nature of humans as social beings. Humans will always need other people to fulfill their needs. Through communication, people can convey what they need to achieve the goals that have been planned. Drucker (1997: 80) states that one of the main requirements to be an effective human being is his ability in terms of communication. This is also reinforced by Ruesch (in Senjaya, 2001: 40), which states that the most important level in human communication is interpersonal communication, which can be interpreted as individual relationships with other people in their social context. Through this process, individuals adapt themselves to others through transmitting receivers. Then through transmitting there is a communication process, namely the transfer of messages both verbally and nonverbally, while the receiver is the process of receiving messages.

The importance of interpersonal communication in forming independence and emotional intelligence is also seen from the important dimensions of interpersonal communication, namely: openness, empathy, supportive attitude, positive attitude, and equality. This condition has the potential to

encourage the parties involved in communication to be in a situation that allows both parties to share thoughts and feelings so that in turn it can generate special motives that benefit both parties. In the context of everyday life, if these dimensions are adequately owned, it will facilitate and facilitate communication and strengthen relationships

In a study conducted by Berger (in Payne, 2005: 2) it was found that good communicators can create motivation which in turn will lead to beneficial behavior. These beneficial behaviors include independence and emotional intelligence.

In the case of the relationship between street children and social workers, effective interpersonal communication is needed, especially for social workers. The interpersonal communication skills carried out by social workers to street children will affect the effectiveness of the direction and guidance provided by social workers. If the directions given are related to the formation of children's independence attitudes and emotional control problems, then interpersonal communication will certainly have a positive impact on the independence and emotional intelligence of street children.

CONCLUSION

Interpersonal communication between social workers and street children proved to have a positive and significant effect on the independence of street children. These results show that the better interpersonal communication consisting of the dimensions of openness, empathy, supportive attitude, positive attitude and equality, the higher the influence on the independence of street children.

Interpersonal communication between social workers and street children also has a positive and significant influence on the emotional intelligence of street children. These findings indicate that the better interpersonal communication of social workers consisting of the dimensions of openness, empathy, supportive attitude, positive attitude and equality, the higher the emotional intelligence of street children..

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