

Christian Education Strategy for Scavenger Communities in Kelurahan Tegal Sari Mandala 2 Medan

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Abstract. The purpose of this study is to determine the appropriate education strategy for the scavenger community in Kelurahan (Urban Village) Tegal Sari Mandala 2 Village, Medan, which has low learning motivation due to the low level of parent income. To collect the required data, researchers conducted interviews with parents of school-age children. And to find out the appropriate education strategy (teaching method), researchers invited school-age children to play a role in accordance with the teaching strategy introduced by George Shaftel, then interviewed to find out the interest of school-age children on the method. From the results of the study it was found that this method is very suitable for school-age children who have low learning motivation.

Keywords: Christian Education, Learning Strategies, School-Age Children, Medan, STT Pelita Kebenaran.

1. Introduction

The law mandates that every citizen has the same right to obtain quality education in accordance with the age level of the child where each parent is obliged to support their child's education because parents are the first, primary and natural educators. However, the implementation often experiences problems because of limited access to education facilities due to low costs and learning motivation. As found in the scavenger community in Kelurahan (Urban Village) Tegal Sari Mandala 2, Medan. Based on the data listed in the kelurahan office there are around 5,849 households (31,371 inhabitants) and almost half of them are school-age children. This number is apparently not supported by the availability of educational facilities. Based on the observation at the research location, only one school unit was available from the level of kindergarten to junior high school and one from PAUD (Pendidikan Anak Usia Dini lit. early age education) to Kindergarten (abbreviated TK). Education is an activity carried out consciously by the family, community, and government that takes place inside and outside the school to prepare students in various roles. Thus the purpose of education to help individual development and improve social conditions, beyond current limitations can be realized. This is in accordance with what was stated by Nelson Mandela that education is a powerful weapon, we can use it to change the world.

Furthermore Christian Education itself is a conscious and continuous effort carried out in schools, in the church to prepare students in various roles based on Bible truths to answer problems in accordance with the contextual reality of society. Christian Education will form a student who has a good spirituality so he is able to understand the meaning of its existence and become a blessing to others. This is in line with the purpose of education in general. According to the term of implementation, education can describe as follows.

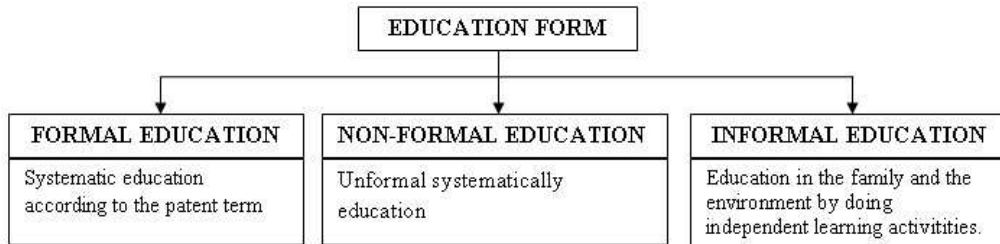


Fig. 1.Form of Implementation of Education

In this research, the form of education studied is non-formal education. Non-formal education is a track to unformaland systematically education. Non-formal education has the characteristics as illustrated in the following chart.

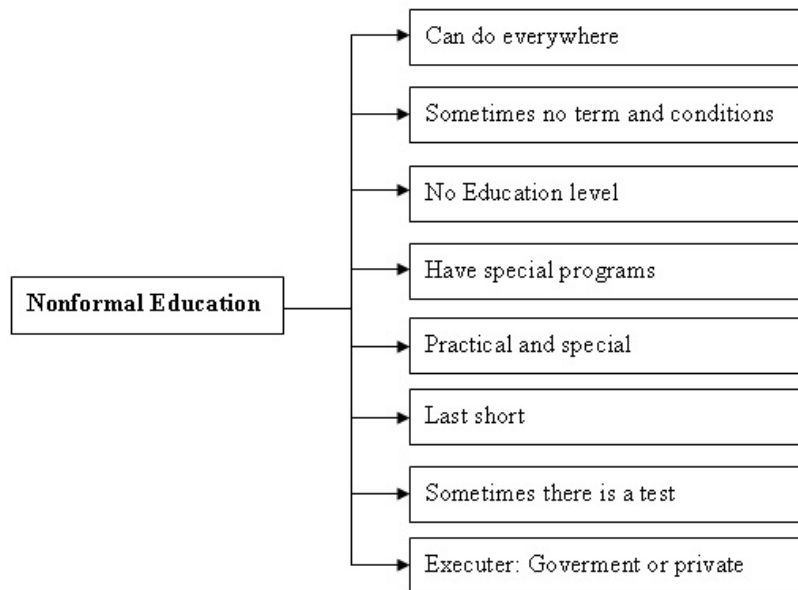


Fig.2.Characteristics of Non-formal Education

2 Research Metode

This research is a qualitative research where primary and secondary data obtained from the results of the study are described. The choice of qualitative methods is because the preparation and planning are more flexible, focused on the subject, and holistic.

2.1 Population

The population of this study was school-age children in the Scavenger Community in Kelurahan (urban village) Tegal Sari Mandala 2, Medan as shown in figure 3 below.

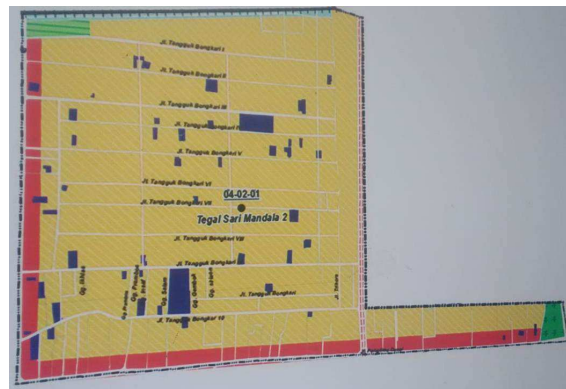


Fig.3.Locus of Data Collection

2.2 Methode of Collecting Data

Data was collected by parents of school-age children interviews, especially those who are Christian. This interview was to find out how important Christian education was for the scavenger community. School-age children also were interviewed after following the teaching model proposed by the researcher, this interview was to find out the success of the teaching method proposed.

3 Result and Discussion

3.1. The Interview

Based on interviews and field reviews, the fact is that the overall object of research depends on being a scavenger and raising pigs. In their daily lives the community collects used goods and leftovers or is referred to as "parnab" from roads, stalls and several restaurants in the city of Medan. Since dawn, the parents have come out of the house by pedaling a pedicab to collect leftover food (parnab) and also used items in the form of plastic bags, used drink containers, and other used items. Some of them already have contracts with food stalls, restaurants and supermarkets. These used items are then cleaned and separated by type. In the process of cleaning and separating, this involves many children. After going home from school, children will separate the used items. This work resulted in many school-age children

neglecting their primary responsibility as a student to do homework, not even among those who skipped school if a lot of 'order' had to be done.



Fig. 4The Resident's House outside

Based on interviews with parents, in general parents admit that they motivate their children to study seriously so they can change their social status later and no longer become scavengers like their parents. However, the economic pressure seems to force parents to 'lack of' concern about the development of their children's learning. This fact is proof that economic conditions affect learning motivation and children's achievement in school.

3.2 Education Strategy

The strategy or educational model proposed is a social learning model especially the role playing learning model developed by George Shaftel by modifying it according to research needs. Through this method, it is expected that the object of research (students) get new ways to overcome problems such as the role played and this model can also improve problem solving skills. To bring students closer to the living environment while increasing their learning motivation, the researcher invites students to learn to play the role of "My Dreams". The step game step can be described in table 1 below.

Table 1.Step Learning Role Playing

Order of Game	Things To Do
First Step	Warming up: researchers ask about the dreams (aspiration) of each participant. Then the researcher introduces them to existing problems and provides an overview of how to solve the problem.
Second Step	The researcher chooses 10 (ten) people as participants then divides the participants according to their character and role.
Third Step	Arranging the stage of the game according to the needs of the game.
Fourth Step	Appoint several students as observers
Fifth Step	Play a role in accordance with the scenario and role that was agreed upon at the beginning.
Sixth Step	Researchers with students discuss about the game that has been played, in this step the researcher also asks for input from observers.
Seventh Step	The researcher asked participants to share their experiences about the game and their responses to the topic being played. For better results, it can be repeated from fifth step.

Based on the results of the final interview, it is known that students are very interested in the education strategy is proposed by researchers, and students are more motivated to learn so they can achieve the goals they want.

4 Conclusion

Based on the results of the study obtained the fact that the level of income of parents influences the motivation and learning achievement of school-age children. Low income levels in the Pemulung Community of Tegal Sari Mandala Village 2 Medan City resulted in low motivation and learning achievement of school-age children. However, the low learning motivation can be overcome by appropriate learning strategies such as the role playing teaching model practiced by researchers to increase the learning motivation of school-age children. This research can be developed by researchers later on different locus and larger populations to provide meaningful input for educators and education stakeholders both Christian education and general education.

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