



The Role of Humus NGO in Children Empowerment Streets in the East Bekasi Project Market Area

Andri Prakarsa

Sociology Study Program, Faculty of Social and Political Sciences, Islam Negeri Syarif Hidayatullah University, Indonesia

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ABSTRACT

The number of street children is currently increasing, especially in the Bekasi area, many street children in search of economic needs, become buskers, beggars, scavengers, hawkers. The government has regulations on the fate of child laborers, but the government has not been able to handle the problem of street children. Therefore, it is necessary to have a synergy between the government and the community as well as NGOs in solving the problems of street children. Seeing the increasing problem of street children, for this reason, the participation of the community and NGOs is expected to reduce the number of street children through empowerment programs for street children, then what is the role of the HUMUS NGO in empowering street children in the Pasar Project area of East Bekasi programs in the empowerment of street children, how street children respond to empowerment, and what are the supporting and inhibiting factors in the empowerment program. In empowering the HUMUS NGO, it runs educational programs, such as early childhood education (PAUD), tutoring, equivalence education packages A, B, and C, religious education, formal school scholarships, child and family counseling, and the arts. The results of this study indicate that the HUMUS NGO provides empowerment in the form of educational programs such as early childhood education (PAUD), tutoring, equivalence education packages A, B, and C, religious education, formal school scholarships, child and family counseling, and art. The response from street children is quite good in accepting the program and the response from parents and the community is quite good in supporting the existence of the HUMUS NGO in running the program. There are also supporting factors, such as the motivation of street children to learn, the existence of educators to teach, adequate facilities, and support from the surrounding community. As for the inhibiting factors in carrying out each activity program, such as funding or finance, the mental attitude of street children who are accustomed to being on the road so it is difficult to manage, social workers who come in and out, and the traditions of the local community who are poor.

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Corresponding Author:

Andri Prakarsa,
Sociology Study Program, Faculty of Social and Political Sciences,
Syarif Hidayatullah State Islamic University
Jl. Ir. H. Djuanda No. 95, Ciputat, Tangerang Selatan, Banten 15412 Indonesia
Email: andri.prakarsa@gmail.com

1. INTRODUCTION

Article 34 of the 1945 Constitution (paragraph 1) which is mandated by the state reads, "the poor and neglected children are cared for by the state" and "the state develops a social security system for all people and empowers the weak and incapable in accordance with human dignity" (paragraph 2). As mandated by the 1945 Constitution, how can the state guarantee a decent life for every citizen.

The state has an obligation to empower the poor and neglected children. As has been mandated by the state constitution, we already know that the poverty rate of the Indonesian people is very high. Based on data from the Central Statistics Agency (BPS), the number of poor people as of March 2010 was 31.02 million people or 13.33% of Indonesia's total population of 237.6 million. In 2009, the number of poor people was 32.53 million or 14.15% of the total population of 231.37 million people.

Understanding the problem of poverty often requires efforts to define and measure it. In connection with this, it should be realized that the problem of poverty has been studied by various social scientists who come from different disciplinary backgrounds. Therefore, it is also natural to find various concepts and methods of measuring this problem of poverty. In the concept of economics, for example, the study of the problem of poverty will soon be related to the concepts of standard of living, income and income distribution. Meanwhile, other social scientists do not want to stop at these concepts, but relate them to the concepts of class, social stratification, social structure and other forms of social differentiation. The same thing is also found in efforts to measure poverty levels.

Poverty is not a very simple problem, which is not related to mere economic problems, but is related to very complex problems. Poverty itself will have an impact on the lives of people who are suffering, whether economically, socially, and culturally.

Poverty or low economic factors in the community is one of the factors that many children struggle to find economic needs for themselves and their families on the streets. Although there are several factors that cause the rise of street children, such as parental divorce, disharmony in a family, association, but the economic factor is very strong so that children look for money on the streets. Many children are on the street to earn money, either as buskers, scavengers or beggars. Childhood should be a beautiful time for the child itself, where children get the love of their parents, get a good education and a decent life. The time when children play with their peers, without having to think about making money to meet their daily needs. Street children do not have things like this, street children have to struggle against conditions that they currently do not get, such as education, love, a decent life. Street children have to survive with their jobs, whether they are buskers, scavengers or beggars on the street.

Street children are children who are on the road to earn money for the necessities of life for themselves and to help their family's economy. Street children make money either as buskers, beggars, or selling hawkers. The heat of the sun that shone on his body and burned the soles of his feet, the cold air he felt, and the smoke from the vehicle pollution he inhaled seemed to have become something he had become accustomed to.

Bellamy said that children who work at an early age, who usually come from poor families, with neglected education, will actually perpetuate poverty, because working children grow up to become adults trapped in unskilled work, and with very high wages. bad. The same thing was stated by Thapa, Chetry and Aryal, that letting children work as a substitute for school can create a 'vicious circle' at first, working has a bad impact on schools, then having low education or no education at all can result in continued employment. child.

In this case, many street children stop being educated in formal schools, even more tragically, street children do not get education at all in school, because street children have to provide for their own lives and for their families in everyday life. Parents who can't afford it economically, are forced to let their children work, either as beggars, scavengers or as buskers on the street.

We often see discrimination and violence experienced by children on the street, as well as in a family. Children are required to find the necessities of life for themselves and their families, which prevents children from getting access to education, services, health, and a sense of love. This will interfere with the development of the child himself when he grows up.

The role of parents who should be able to provide a decent living for their children cannot be realized. Due to low economic factors, it is also what encourages parents to let their children work. Parents do not care about the situation and condition of their children, for which for them their children can help the family's economic life and can carry out daily life. The number of Indonesian children (0-18 years) according to the Central Statistics Agency (BPS) in 2006 reached 79.8 million children. Those who fall into the neglected and almost abandoned category reached 17.6 million or 22.14%. According to the Ministry of Social Affairs, street children are neglected children. However, the increase in the number of street children is not in line with the BPS version of the poverty rate which continues to decrease. In 2007, according to BPS, the number of poor people was 37 million, down to 34,

This is a problem that must be resolved by the government, where children are the next generation of the nation who will become the leaders of this nation. How will this nation move forward if the younger generation or Indonesian children must always be exploited socio-economically by working at an early age. Children who should be in school, ironically, children have to work and be on the street to sing, beg, or go with their parents to beg.

The role of the government as a regulator is highly expected by the community, which has policies regarding this problem, but something is impossible if this problem is only the focus of the government who takes the role of nature in dealing with the problem of street children. Seeing the number of street children who are increasing rapidly every year. This problem is the focus of the study of all elements of the nation. The community and the role of NGOs, as non-governmental organizations are expected to be able to help this problem and reduce the nation's problems, through the empowerment of street children.

Empowerment is a process and a goal. As a process, empowerment is a series of activities to strengthen the power or empowerment of weak groups in society, including individuals who experience poverty problems. As a goal, empowerment refers to the conditions or results to be achieved by a social change; namely people who are empowered to have power or have the knowledge and ability to fulfill their physical, economic and social needs, such as having self-confidence, being able to express aspirations, having a livelihood, participating in social activities, and being independent in carrying out their life tasks. .6

The existence of NGOs that deal with the problems of street children. In terms of social and religious empowerment can help solve the problems of street children that exist today. The role of NGOs which in fact are non-governmental institutions is highly expected by the community for the problems of street children.

By empowering street children, it is hoped that street children will become creative and skilled in their lives, and no longer be beggars, street singers, and have good behavior in living in society.

2. RESEARCH METHOD

2.1 Types of research

This research uses a qualitative research type, namely qualitative research is a research procedure that produces descriptive data in the form of written words or from people and observable behavior. Meanwhile, according to Kirk and Miller, qualitative research is a certain tradition in social science that fundamentally depends on observing humans in their own area and relating to these people in their language and events. symptoms, facts, or events systematically and accurately, regarding the characteristics of a particular population or area. In descriptive research, there is no need to find or explain interrelationships and test hypotheses.

2.2 Data Collection Technique

To obtain field data, in this study using the following methods:

a. Observation

According to S. Margono, observation is defined as systematic observation and recording of the symptoms that appear on the object of research. Observations and recordings are carried out on objects at the place where the event occurs or takes place. The observation method as a data collection tool, can be said to be dual function, simple, and can be done without spending money. However, in conducting observations, researchers are required to have expertise and mastery of certain competencies.⁹ In this study using direct observation, namely

by observing, researching, witnessing direct events with the object to be investigated or to be observed.

b. Interview

Interview is a process of interaction and verbal communication with the aim of obtaining the desired important information. In interview activities, there is a relationship between two or more people, where both of them behave according to their respective status and roles. Interview is a means of gathering information by asking a number of questions orally to be answered orally as well. The main characteristic of the interview is the direct face-to-face contact between the information seeker (interviewer) and the information source (interviewee).¹⁰ Interview technique is one of the important elements in the research process. Interviews (interviews) can be interpreted as a method used to obtain information (data) from respondents by asking face-to-face questions.

c. Data Collection Instruments

The data collection instruments in this study were interview guides, stationery, and notebooks. Interview guidelines were used to make the interviews more focused and precise, and stationery and notebooks were used to record various important things in this research.

3. RESULTS AND DISCUSSIONS

3.1 The Role and Activity Status of the HUMUS NGO

The role of the HUMUS NGO in empowering street children is included in the role of education. The HUMUS NGO is concerned with the education of street children in the Pasar Project area, East Bekasi. The status of HUMUS NGO activists is as teachers, because they carry out the role of teachers, namely teaching. These activists have the authority to teach because they have been trusted to teach and guide street children. These activists have a different position with street children. Activists have the position of becoming teachers once they get it through education.

In carrying out the role as a teacher or teacher. Role actors are expected to have a distinctive style or functional style in teaching. Teaching street children is different from teaching ordinary children. Street children have a tough character or behavior. In this case, a gentle teaching style is needed, inviting kindness and friendship.

The role of the HUMUS NGO is very important for street children in the East Bekasi Project Market area. The existence of this non-governmental organization brings great benefits to the street children themselves. The existing activities bring street children apart from illiteracy, which is a link in the chain of ignorance, and street children have the motivation and enthusiasm to become children who are useful to the nation and religion, and have high creativity and broad insight. That powerlessness or poverty can be changed with passion, desire and high ideals, in order to become a successful person.

The existence of this NGO has a social function for the community, especially street children in the Project Market area. The activists became teachers, teaching children in various educational disciplines. The role that is carried out has expectations for street children. The expected role is that street children gain knowledge and good and polite behavior in the order of social life, as well as through the field of education, children can have aspirations for a better future.

This NGO is included in the type of group or group role. For example, someone who becomes a teacher, actually enters the category of community members who play an educational role. This educational function is a function of the general public structurally and functionally. The educational function of a teacher does not belong to the teacher, but to groups of people who have educational status.

In this NGO, they have a key role or an important role that has a big influence. Adi Hermawan holds the key roles as the head of the HUMUS NGO. Adi Hermawan is one of the founders of the HUMUS NGO, which is still active in it and has responsibility in every activity or program at this NGO, and is trusted to lead his other colleagues in every activity, because he is able to run this NGO, so that can contribute to street children in the field of education to date. Then Adi Hermawan also has a wide social network of fellow NGOs who are concerned with street children, which makes this NGO continue to participate in the world of education for street children.

David Korten, an activist and NGO observer, gives an overview of the development of NGOs into four generations based on the strategy he chose. The HUMUS NGO is a second generation NGO focusing on efforts to enable NGOs to develop the community's capacity to meet their own needs. The role of NGOs here is not as direct actors, but only as movers. The orientation of its activities is on community development projects. This generation is referred to as small scale, self-reliance local development. The role of NGOs as facilitators is to provide empowerment activities, in order to revive the local community's sense of self-confidence, to be active in social life, and to create social welfare.

Empowerment that builds character, a strong mental attitude for street children, so that life continues to move forward and can achieve all the expected goals. Through the program of activities in this NGO, children can feel the benefits that are obtained, and will be useful in the future.

3.2 Street Children Empowerment Activities

The role of the HUMUS NGO in empowering street children in carrying out their activities uses an empowerment strategy at the Mezzo level. Aras Mezzo is an empowerment carried out on a group of clients. Empowerment is done by using groups as intervention media. Education and training, group dynamics, are usually used as strategies to increase awareness, knowledge, skills and attitudes of clients in order to have the ability to solve the problems they face.

The activities for empowering street children carried out by the HUMUS NGO are as follows:

- a. Education
 - 1). Opens Early Childhood Education (PAUD) Classes.
 - 2). Opening Elementary and Middle School Tutoring Classes.
 - 3). Opening Equality Education Packages A, B, C.
 - 4). Opening Religious Education Class.
- b. Formal School Scholarship.
- c. Child and Family Counseling.
- d. Art.

Table 1.List of HUMUS Scholarship Recipients

| No. | Name | Class | School | Scholarship Entry Year |
|-----|-------------------|-------|-----------------------------|------------------------|
| 1. | Tia Sapta Julia | I | SDN Margahayu XX | 2008/2009 |
| 2. | M. Syakhowi | I | SDN Bekasi Jaya VIII | 2008/2009 |
| 3. | Dharma Adi Yaksa | II | SDN Margahayu XX | 2007/2008 |
| 4. | Gary Arman | II | SDN Margahayu IV | 2009/2010 |
| 5. | Dody | II | SDN Margahayu IV | 2009/2010 |
| 6. | chriesyanto | III | SDN Margahayu IV | 2006/2007 |
| 7. | Tyas Tiar Y | III | SDN Margahayu XX | 2006/2007 |
| 8. | Santi Tula | III | SDN Margahayu IV | 2007/2008 |
| 9. | Wawan Gunawan | III | SDN Margahayu XX | 2007/2008 |
| 10. | Wulan Sari | III | SDN Margahayu XVI | 2007/2008 |
| 11. | Erlina Susanti | IV | SDN Margahayu XX | 2005/2006 |
| 12. | Hengki | IV | SDN Margahayu XX | 2005/2006 |
| 13. | Hapit Prayogi | IV | SDN Margahayu XVI | 2005/2006 |
| 14. | Nopiansyah | IV | SDN Margahayu XVI | 2006/2007 |
| 15. | Nela Safna DN | IV | SDN Margahayu XVI | 2008/2009 |
| 16. | Susana | IV | SDN Margahayu IV | 2008/2009 |
| 17. | Nina Listiawati | V | SDN Margahayu IV | 2006/2007 |
| 18. | M. Mutohiron | V | SDN Pekayon Jaya VIII | 2006/2007 |
| 19. | Rani Puspita Sari | V | SDN Margahayu XX | 2006/2007 |
| 20. | Sunoto | V | SDN Pekayon Jaya VIII | 2006/2007 |
| 21. | Immanuel | V | SDN Pekayon Jaya VIII | 2006/2007 |
| 22. | Ayu Istianah | V | SDN Margahayu XVI | 2007/2008 |
| 23. | Nadia Julia | V | Margahayu Elementary School | 2006/2007 |

| No. | Name | Class | School | Scholarship Entry Year |
|-----|-------------------------|-------|--|------------------------|
| 24. | M. Abdul Majid | VI | SDN Margahayu XVI | 2008/2009 |
| 25. | Bagas M Incandescent | VI | SDN Margahayu XVI | 2005/2006 |
| 26. | Iin Sumiyati | VII | Tunas Harapan Middle School | 2007/2008 |
| 27. | Diana Pungki | VIII | Tunas Harapan Middle School | 2007/2008 |
| 28. | Sri Mulyani | VIII | Roudhatul Jannah Middle School | 2007/2008 |
| 29. | Harif Isbullah | XI | SMPN 18 Bekasi | 2007/2008 |
| 30. | Ridwan | XI | Roudhatul Jannah Middle School | 2008/2009 |
| 31. | Holy Praise | XI | Tunas Harapan Middle School | 2008/2009 |
| 32. | Yulia's style | XI | Tunas Harapan Middle School | 2009/2010 |
| 33. | Mega Safitri | I | Global White Lotus Vocational School | 2009/2010 |
| 34. | Randi SJ | I | SMK Karya Bakti 2 Bekasi | 2008/2009 |
| 35. | Harry Setiawan | I | SMK Bina Karya Mandiri | 2007/2008 |
| 36. | Irwan Irianto | I | Prince Jayakarta Vocational High School | 2007/2008 |
| 37. | Lucky Suropati | I | SMK Karya Guna 1 Mandiri | 2007/2008 |
| 38. | De Sutaryo | I | Global White Lotus Vocational School 1 | 2007/2008 |
| 39. | Aida Damayanti | I | SMK Karya Guna Bhakti 2 | 2010/2011 |
| 40. | Masyitah | III | SMKN 3 Bekasi | 2007/2008 |

3.3 Responses of Street Children and Parents to the HUMUS NGO Empowerment Program

The response of street children who participated in the program activities at the HUMUS NGO was quite good. Street children can catch learning materials well and respond quickly. The children are very happy and happy to be able to study at this NGO and can get great benefits, adding to their broad knowledge. Street children who are in the HUMUS NGO have high enthusiasm and motivation to learn.

Street children who are actively studying at the HUMUS NGO are serious about learning and have high aspirations, so that children want to study with perseverance and seriousness, and want to become successful human beings in life.

The response from the parents of street children is quite good and they strongly support the existence of the HUMUS NGO in the East Bekasi Project Market Area. The existence of the HUMUS NGO is very helpful for street children and the surrounding community. Parents are happy with the existence of the HUMUS NGO, because it has benefits for street children in terms of education, it is very helpful so that street children are not illiterate and avoid stupidity, and always motivate street children to continue to be passionate about education, while for the surrounding community, the administrators are always active in community activities.

The existence of the HUMUS NGO in empowering street children has a positive value for street children or the surrounding community. Its existence is very helpful in terms of education, which is useful for educating and cutting the chain of ignorance towards the nation's children.

The response of the parents was good enough to support the existence of the HUMUS NGO in carrying out empowerment programs for street children. because this NGO has good benefits for street children in terms of education.

3.4 Supporting and Inhibiting Factors of the HUMUS NGO Empowerment Program

In carrying out program activities in terms of empowering street children in the HUMUS NGO, there are supporting and inhibiting factors. The supporting and inhibiting factors in the program of activities are as follows:

a. Supporting factors

The supporting factors in carrying out the street children empowerment program are as follows:

- 1). There is a strong learning motivation from street children themselves in terms of
- 2). There are educators or teachers who provide education to street children.

- 3). Adequate facilities, such as buildings that are adequate enough to carry out a program of activities. The two-story building, the lower floor is a prayer room that can be used for PAUD teaching and learning activities and recitation of street children and the classrooms next to the prayer room are used for PAUD teaching and learning activities, recitations and the arts. Upstairs there are classrooms used for PAUD teaching and learning activities, tutoring, and a library, as well as the HUMUS NGO office.
 - 4). Library facilities consisting of textbooks for elementary school or madrasah ibtidaiyah and junior high school, iqra, al-Qur'an, children's newspaper Berani (Berita Anak Negeri), and children's magazines.
 - 5). Library facilities consisting of textbooks for elementary school or madrasah ibtidaiyah and junior high school, iqra, al-Qur'an, children's newspaper Berani (Berita Anak Negeri), and children's magazines.
 - 6). Computer facilities, consisting of four computers, which are used by the administrators in their work and will open a computer course program.
 - 7). Support from the local community, who accept the existence of the HUMUS NGO, because it has benefits for street children and the surrounding community. So that the programs run smoothly.
- b. Obstacle factor
- The inhibiting factors in carrying out the program of empowerment of street children are as follows:
- 1). Limited funding or finance from the HUMUS NGO, in carrying out the program of course costs. In this case, the HUMUS NGO is constrained by the problem of funding, which only gets from donors, so that the administrators can run the program using personal funds and donations from other people, so that the program can continue to run.
 - 2). The mental attitude of street children themselves, children who are used to the streets when they are in activities are difficult to regulate. In this case, the management always provides good motivation and input for street children, so that they remain enthusiastic in learning.
 - 3). Social workers often go in and out or alternate, because social workers do not get enough finance, so social workers do not focus on carrying out program activities and have to look for other careers. For this reason, this NGO is open to volunteers from academics to spend their time teaching street children.
 - 4). The traditions of the local community are known to the poor or powerless, who have a low educational level, which is difficult to motivate street children themselves to study and everything must be handed over to the management. In this case, the management provides an understanding for parents, so that they continue to monitor their children in learning.

4. CONCLUSION

HUMUS NGO is an NGO that focuses on the problems of street children. The object of this NGO empowerment is street children in the East Bekasi Project Market area. The empowerment program provided is the empowerment of street children through education. The role of the HUMUS NGO in empowering street children is focused on the following programs:

- a. Education, which includes early childhood education programs (PAUD), elementary and junior high school tutoring programs.
- b. Religious education or recitation programs, street children receive religious education such as reading iqra, al-qur'an, hadith, worship practices, memorizing juz'ama, Arabic, memorizing daily prayers.
- c. Formal school scholarship program, given to children who cannot afford to pay for school. Children who have high enthusiasm and motivation to learn will be financed by this NGO.
- d. Equivalence program packages A, B and C, are given to street children who do not receive formal education. Children are given guidance. study, then entrusted to a formal school to take the equivalence exam packages A, B and C.

- e. Child and family counseling program, this program is given to motivate street children and their families, so that these children continue to be enthusiastic and strive towards a better life.
- f. Art program, this program consists of music, acting, learning poetry, making short stories (short stories). This program is a forum for street children who have creativity and artistic spirit, so that street children can develop their talents.

The response of street children in receiving the program of activities is quite good. Street children are very enthusiastic about studying at the HUMUS NGO. Street children are also responsive in receiving lessons, and gain extensive knowledge. Meanwhile, the response of parents or the surrounding community is also quite good. Parents or the surrounding community support the existence of the HUMUS NGO, to empower street children in the field of education, such as early childhood education, tutoring, equality packages A, B, and C, religious education, scholarships, counseling, and the arts. The existence of this NGO was welcomed and enthusiastically by the children and the community, because it has great benefits in life in society, in order to make street children free from helplessness, and can strengthen the mental of street children.

There are also supporting factors and inhibiting factors in carrying out the program activities in the HUMUS NGO. Supporting factors are factors that make it easier to run programs. While the inhibiting factors are used as motivation so that the HUMUS NGO is better in running programs and how to deal with the inhibiting factors. Efforts have been made in dealing with inhibiting factors, the management remains focused on working and synergizing with elements of the community, as well as continuing to motivate and monitor children so that they remain enthusiastic about learning.

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