

Future Investment: The Urgency of Fulfilling the Educational Rights of Parepare Beggars and Buskers

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Abstract

This article aims to find out the responsibility of the Parepare City Government in fulfilling the right to education for beggars and buskers in Parepare City; and the inhibiting factors in fulfilling the right to education for beggars and buskers in Parepare City. This type of article is a field *research article* using a teleologic-normative, juridical, and sociological approach. The results of this article show that: 1) The role of the Education Office and the Social Service in Parepare City related to the fulfillment of the right to education for beggars and beggars in Parepare City is that the Social Service plays a role in identifying and collecting data on beggars and buskers by referring to the integrated database after the social service stage, then the social service submits data on beggars and buskers who need education to the education department, then the education office is the one who continues related to the education program for beggars and buskers through its program, namely Children Not School (ATS) 2). The fulfillment of the right to education for beggars and buskers in Parepare City is faced with various complex and interrelated obstacles. Administrative problems, such as the absence of official identity documents, and lack of information and lack of socialization about educational programs. In addition, the lack of synchronization or lack of coordination between the social service and the education service also worsens this situation, resulting in data and programs that are supposed to support each other to be ineffective and not well coordinated.

Keyword: The Right to Education, Beggars, Buskers, Parepare

1. Introduction

Education is the most important thing that is a primary need and even mandatory for every human being. Education is not just about getting a degree, but education is a system that provides stimulus about how to live and what is contained in life. Every human being should go through an educational phase starting from the time they are born until later they will return to the creator. So, the results obtained from education are how every social being, in this case humans, is able to live a life according to their nature in realizing the development of human resources, especially having benefits for nature and other humans. Education is actually a shared responsibility between parents, society and the government. (Essop 2023)

If you look at the lens of Islam, education is actually the most fundamental aspect commanded by Allah swt. as emphasized in the Qur'an surah al-Alaq verse (1) as the first verse that descended for Muslims. As His words say:

إِقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ

Translation: "Recite the name of your Lord who created!"

In various literatures, the interpretation of the verse tends to be oriented towards the obligation for humans to learn. For example, the interpretation of Imam Ibn Ashur who states that the verse is "an invitation to all mankind to read and seek knowledge. Allah wants mankind to continue to learn, develop themselves, and use their intellect to attain the truth".

Administratively, education has a huge contribution and influence on the quality of a country. Empirical facts show that the advancement of the quality of education is in line with the progress of a country. We can see this from various developed countries such as the United States, Japan, Canada and Australia which are in the top 10 as countries with the best education systems in the world as the results of the article from the World Top 20 Education Poll. Not without reason, a good education system will produce superior human resources and become an important factor in the progress of a country. Therefore, every country is required to present a policy that encourages the quality of education and can be felt by the entire community. (Shukla 2024)

Das Sollen, Indonesia is a country of law as contained in article 1 paragraph (3) of the 1945 Constitution of the Republic of Indonesia. The conception of the state of law should prioritize the fulfillment of the rights of every citizen, including the right to education. This is also in line with the theory of Julius Stahl who states that there are at least 4 most important elements of the state of law, one of which is the protection and fulfillment of human rights. In the context of the right to education, Indonesia has expressly pledged to provide the right to education for every citizen as stated in the fourth paragraph of the preamble to the 1945 Constitution of the Republic of Indonesia which emphasizes that Indonesia aims to "educate the life of the nation" and in the 5th precept of Pancasila which requires "social justice for all Indonesian people". (Nisrina 2024)

Juridically formal, the mandate of "educating the life of the nation" is ultimately manifested through the existence of education contained in various laws and regulations, such as in the constitution through article 28C paragraphs (1) and (2), article 28D paragraph (1), article 28E paragraph (1). Article 31 paragraphs (1) and (2), Law No. 20 of 2003 concerning the National Education System, Law No. 14 of 2005 concerning Teachers and Lecturers and Law No. 39 of 1999 concerning Human Rights. This juridical basis is the guideline for the Indonesian government to present a policy that supports the implementation of quality education in Indonesia, especially in Parepare City. Guaranteeing the welfare of every citizen is the responsibility of every State, including the protection of every child, which is essentially a form of human right. (Pratiwi, Rahayu, and Priyanto 2024)

However, based on empirical facts in the field, the author finds that there are still children in Parepare City who become beggars and buskers do not get their constitutional rights, in this case the right to education as mandated in the constitution. This phenomenon can be found in several places in the city of Parepare, such as at the Cempae Pavilion, Makassar Andi Square, Senggol and Lakessi Markets and at various red lights in the city of Parepare. Infrastructure inequality, lack of human resources, economic inequality, the impact of the Covid-19 pandemic and policies that do not accommodate various layers to pursue education, especially for beggars and buskers are problems in themselves. (Marif 2022)

Basically, the Parepare City government has launched several programs or policies as an effort to fulfill the right to education in Parepare City. One of the educational programs held by the Parepare City Government is the free education implementation program. The program is also based on Mayor Regulation No. 13 of 2015 concerning Amendments to Parepare Mayor Regulation No. 45 of 2013 concerning Guidelines for the Implementation of Free Education at the Secondary and Vocational Education Levels of Parepare City.

However, if it is associated with the fact that the rise of children who are of compulsory school age do not pursue education and become beggars and/or buskers in Parepare City, it reflects the importance of conducting studies and/or articles on the problem of fulfilling the right to education in Parepare City. Because, if there are rights that are not fulfilled in the community, then indirectly there are also obligations that are not carried out by the government. The handling of the issue of fulfilling the right to education is the responsibility of the central government and local governments (Mersa, S, and Fitriani 2022). The right to education for all children in the city must still be fulfilled by Parepare regardless of status or background, in this case both beggars and buskers. This is because the fulfillment of education is a basic mandate that must be carried out by the state as the foundation for the advancement of a nation. Because of the problems raised regarding problems in the world of education, one of the agencies most responsible for these problems is the Parepare City Education and Culture Office. Therefore, the author is interested in researching the problem of fulfilling the right to education for beggars and buskers in Parepare City in the hope of finding a solution to this problem. (Rahayu 2019)

Therefore, this article formulates some of the following problem formulations; *first*, How is the Parepare City Government's taught taught for the fulfillment of educational rights for beggars and buskers in Parepare City?; *Secondly*, What are the inhibiting factors in the fulfillment of educational rights for beggars and buskers in Parepare City?

2. Method

The research method used is library *research* with a empiricaljuridical approach, Empirical juridical research is a type of legal research that focuses on the study of literature by examining library materials or secondary data assisted by field research. This approach is applied to analyze, search, and collect information and data through book reviews, journal articles, research reports, and laws and regulations relevant to the research topic. (Huda and S HI 2021)

3. The Responsibility of the Parepare City Government for the Fulfillment of Education Rights for Beggars and Buskers

The condition of beggars and buskers in Parepare City has become a sad central point and important to pay attention to. Based on data from the Parepare City Social Service as of 2023, there are around 150 beggars and 100 street children who are often seen in various corners of the city. These children are often seen in places such as the Cempae Pavilion, Andi Makassar Square, Senggol Market, Lakessi, and various red lights in the city of Parepare. Their existence reflects an urgent social issue, which requires serious attention from the government.

In this context, the theory of the fulfillment of rights by Julius Stahl and the concept presented by Prof. Mahfud MD are relevant to examine the role of the government in fulfilling the rights of education for beggars and buskers. Julius Stahl stated that the state has a responsibility to ensure the fulfillment of the basic rights of its citizens, including the right to education. Meanwhile, Prof. Mahfud MD emphasized the importance of the government in carrying out its role to provide fair and equitable public services for all levels of society. (Ziemes and Gutzwiller-Helfenfinger 2019)

The responsibility of the Parepare City Government to fulfill the right to education for beggars and buskers is an important aspect in efforts to improve the social and economic welfare of the community. The government has a strategic role in ensuring that all citizens, including vulnerable groups such as beggars and buskers, have fair and equitable access to education as mandated in various laws and regulations. In this case, the Parepare City Education and Culture Office and the Parepare City Social Service are regional apparatus work units responsible for social and educational problems in this city. (Prakarsa 2022)

The responsibility of the Parepare City Government to fulfill the right to education for beggars and buskers is an important aspect in efforts to improve the social and economic welfare of the community. This is because the Government has a strategic role in ensuring that all citizens, including vulnerable groups such as beggars and buskers, get fair and equitable access to education as mandated in various laws and regulations.

In this context, the Parepare City Education and Culture Office and the Parepare City Social Service are regional apparatus work units responsible for social problems, especially education problems in Parepare City as well as the source of data in this article. In the implementation of regional autonomy, the agency is required to make a real contribution to solving social problems, including in the fulfillment of the right to education. The fulfillment of these rights is fundamental and important in the implementation of the life of the nation and state, especially when referring to the constitution that regulates the right to education both explicitly and implicitly. (Elsa 2022)

Beggars and buskers in Parepare City are often seen in various corners of the city, especially in crowded centers such as markets, terminals, and tourist areas. They come from various backgrounds, both from within the city and from the surrounding area. Many of them are forced to live this life due to economic limitations and lack of skills. Beggars usually consist of parents, children, and sometimes mothers with babies. They rely on the compassion of the community to earn money to meet their daily needs.

Buskers, on the other hand, are generally younger and use simple musical instruments such as guitars, drums, or traditional musical instruments to entertain people on the streets. Although some buskers show talent and creativity in their work, the reality remains that they are living this profession due to the lack of more viable job alternatives. Therefore, the results of the Researcher's Article regarding the responsibility of the Parepare City Government for the fulfillment of educational rights for Beggars and Buskers in Parepare City are essentially realized through several stages, namely:

a. Data Collection and Synchronization

The data collection stage is a very crucial first step. In this process, the Parepare City Social Service is in charge of identifying and collecting data on beggars and buskers. This data collection includes various aspects, such as personal data, family background, and educational status. The goal is to get a clear picture of the number and condition of beggars and buskers in Parepare City. In this case, the Social Service not only collects data independently, but also collaborates with various parties, including Satuan Polisi Pamong Praja, non-governmental organizations and local community leaders, to ensure that the data obtained is accurate and comprehensive. (Yulianto and Rohmah 2022)

The results of the article conducted by the author regarding the responsibility of the Parepare City Government in fulfilling the rights of education and buskers in detail began with the results of an interview from the Parepare City Social Service. Based on the results of the interview above, the author can conclude that the responsibility of the Parepare City Government through the Social Service is first carried out through the coordination route of the Ministry of Social Affairs with the distribution of the Integrated Database. The Integrated Database is a system used to identify prospective recipients of social assistance based on criteria that have been determined by the National Team for the Acceleration of Poverty Alleviation (TNP2K). Through the Integrated Database, the Social Service distributes social assistance to the poor through proposals from the Village or the Village Community Empowerment Institution (LPMK).

According to data from the Parepare City Social Service in 2023, there are around 150 beggars and 100 buskers who are identified as actively operating in this city. This fact shows an increase compared to the previous year, which is due to various factors such as the economic crisis that hit several regions and uncontrolled urbanization.

A study conducted by a local Non-Governmental Organization (NGO) in 2022 revealed that 70% of beggars and buskers in Parepare do not have adequate formal education. Most of them only went to elementary school, and some never even went to school. This condition certainly narrows their chances of getting a better and more stable job. (Abdul et al. 2020)

In addition to education issues, health is also a major concern. Many beggars and buskers live in poor health conditions due to lack of access to health services. The same study showed that 60% of them suffer from various health problems such as malnutrition, skin diseases, and respiratory disorders due to street pollution. This condition is exacerbated by unsuitable housing, often in slums or even sleeping on the sidewalk. (Kaushik and Gupta 2022)

From the results of this data collection, the Social Service obtained information about the number of children who have the status of beggars and buskers, as well as their condition. This data shows that most of these children come from families with very weak economic backgrounds, and many of them drop out of school or never even receive formal education. The collected information is then processed and compiled in a structured database to facilitate the process of synchronization and subsequent interventions.

The next step taken by the Parepare City Social Service is to submit the data to the Education Office, after mapping that there is a need for educational rights for beggars and buskers. This synchronization is very important to ensure that every child who is recorded as a beggar or busker can immediately get the right intervention in terms of education. In this process, both agencies verify and validate data to ensure

there are no errors or duplications. The Education Office then identifies the educational needs of each child and designs appropriate intervention programs, such as inclusive education programs, tutoring, and skills training.

1. Program Realization

a. Inclusive Education

In 2022, the Parepare City Education Office launched the "Inclusive Education" program that aims to create a more inclusive and welcoming educational environment for all children, including children with special needs. The program is part of the city's efforts to ensure that every child has an equal opportunity to get a quality education, without exception.

The realization of this program began by socializing all schools in Parepare City. This socialization covers the importance of inclusive education, how to implement it, and the long-term benefits that can be gained by both students and society as a whole. In this socialization, the Education Office involved various parties, including teachers, parents, and education observers, to get comprehensive input and support.

One of the first steps taken is special training for teachers and educators. This training is designed to improve their understanding and skills in teaching children with special needs. The training materials include adaptive teaching methods, the use of educational aids, and inclusive classroom management techniques. With this training, it is hoped that teachers can be more prepared and confident in facing challenges that may arise in the inclusive learning process.

In addition to training, the Education Office also works with various non-governmental agencies and local communities to provide the facilities and resources needed. For example, the provision of learning aids such as books with Braille letters, hearing aids, and computers with specialized software. This collaboration aims to ensure that all the needs of children with disabilities can be met, so that they can learn optimally.

The implementation of this program also involves adjusting infrastructure in schools. Several schools were selected as pilots to run comprehensive inclusive education programs. In these schools, physical facilities are improved such as the construction of wheelchair ramps, disability-friendly toilets, and classrooms designed to be easily accessible to all students. In addition, each school is also equipped with an inclusion support team consisting of psychologists, therapists, and counselors who are ready to help students with special needs.

Not only does it focus on children with disabilities, but it also includes children from a variety of social and economic backgrounds. The Education Office ensures that every child, regardless of social status or financial ability, has equal access to education. Scholarship assistance and learning support programs are provided to children from underprivileged families to ensure they are not left behind in the educational process.

To ensure the sustainability of the program, the Parepare City Education Office also conducts periodic monitoring and evaluation. The evaluation team conducts regular visits to schools to assess the effectiveness of the program and find out the obstacles faced. The results of this evaluation are then used to make necessary improvements and adjustments, so that the program can run better in the future.

Through these various efforts, the Parepare City Education Office hopes to create a more inclusive and equitable education system for all children. With inclusive education, it is hoped that every child can develop according to their own potential and contribute positively to society. The program is not only about providing education for children with special needs, but also about building a culture of inclusivity and mutual respect in the school environment and the wider community.

b. Tutoring

The Parepare City Education Office launched the "Tutoring" program aimed specifically at beggars and street children. The program aims to provide access to decent education for children in vulnerable situations, while reducing the dropout rate among them. The Education Office strives to ensure that no child is left behind in terms of education, regardless of their social and economic background.

The first step in realizing this program began with data collection and identification of street children and beggars spread across various points in Parepare City. The Education Office works with the Social Service and various non-governmental organizations (NGOs) to collect accurate data on the number and condition of these children. This process involves field surveys and interviews with children and their families to understand the needs and challenges they face.

After the data is collected, the Education Office then designs a tutoring curriculum that is tailored to the needs of street children and beggars. The curriculum emphasizes basic education such as reading, writing, and arithmetic, as well as life skills relevant to their situation. Tutoring materials also include character education and moral values to help children build positive attitudes and confidence.

For the implementation of this program, the Education Office established learning centers that are easily accessible to street children and beggars. These learning centers are built in strategic locations that are often used as gathering places for these children. Several learning centers were established in community halls, city parks, and other public buildings. The facilities at this learning center are equipped with desks, chairs, whiteboards, and other study aids. (Yudit Bertha Rumbawer, Donny Eddy Sam Karauwan, and Anthon Rumbruren 2024)

Especially the Education Office, the realization of this program in providing educational rights to beggars and buskers in Parepare City only relies more on community development or Community Learning Activity Centers (PKBM). These learning centers are managed by volunteers from the local community with full support from the Education Office, one of which is the "Rumah Belajar Cinta Damai (RBCD)" community. Here, the children of beggars and buskers get access to basic education for free. The educational program at this learning center is tailored to the needs of children, including lessons in reading, writing, arithmetic, and basic life skills.

Although various efforts have been made, the challenges in dealing with beggars and street children in Parepare are still large. In fact, the program has not run smoothly and consistently, moreover, many of the beggars and buskers have chosen to return to the streets after undergoing rehabilitation programs due to a lack of follow-up support and limited employment opportunities.

In teaching children, the Education Office involves volunteers consisting of teachers, students, and the general public who care about the education of street children. These volunteers are given specific training to understand effective approaches to teaching children with difficult backgrounds. The approach used is a child-friendly and interactive approach, so that children feel comfortable and motivated to learn.

Through this "Tutoring" program, the Parepare City Education Office hopes to provide better opportunities for street children and beggars to achieve a decent education. With education, it is hoped that they can get out of the cycle of poverty and have a brighter future. This program is not only about providing education, but also about providing hope and building a better future for every child.

c. Skills Training

The Parepare City Government has made various efforts to deal with this problem. One of them is through skills training in social rehabilitation programs held by the Social Service and the Education Office. The program involves direct outreach to the field, where officers approach beggars and buskers to provide assistance in the context of fulfilling the right to education through invitations to join skills training programs. During 2023, around 50 beggars and buskers were successfully included in this training program, which includes basic skills such as sewing, farming, and other technical skills as well as providing Direct Cash Assistance to support their educational needs.

However, the government's efforts have not fully succeeded in addressing this problem. Many beggars and buskers return to the streets after undergoing skills training programs, due to a lack of follow-up support and limited employment opportunities. Local NGOs suggested that the government focus more on providing long-term support, including post-training mentoring and outsourcing.

d. Returning Beggars and Buskers Who Are Not Native Residents of Parepare

The Parepare City Government has a great responsibility in ensuring the fulfillment of the right to education for all its citizens, including beggars and buskers. One of the steps taken in this effort is to repatriate beggars and buskers who do not have an identity as Parepare residents to their home areas. This step is taken to ensure that efforts to fulfill the right to education can be more focused and effective for children who are indeed residents of Parepare City.

This repatriation process began with a thorough data collection carried out by the Parepare City Social Service. This data collection includes identifying and verifying the identities of beggars and buskers. Based on the data from the Parepare City Social Service, it was found that around 90% of beggars and buskers are not native residents of Parepare, but they are immigrants from several regions and the majority come from the Makassar area.

This repatriation is not just about moving individuals from one place to another, but it is also an effort to ensure that they can receive better services in their home area. The Parepare City Government coordinates with the local government of origin to ensure that the children of beggars and returned buskers can immediately get access to education in their home areas. This coordination involves the exchange of data and information about the children's educational conditions and needs.

By repatriating beggars and buskers who do not have an identity as Parepare residents, the Parepare City Government can focus more on providing education and other support services to children who are indeed local residents. This allows the government to use existing resources more effectively and efficiently, so that the right to education for beggars and busker children in Parepare City can be fulfilled properly.

e. Free Scholarships and School Programs

As the author has described before, the Parepare City government has launched several programs or policies as an effort to fulfill the right to education in Parepare City. One of the educational programs held by the Parepare City Government is the free education implementation program. The program is also based on Mayor Regulation No. 13 of 2015 concerning Amendments to Parepare Mayor Regulation No. 45 of 2013 concerning Guidelines for the Implementation of Free Education at the Secondary and Vocational Education Levels of Parepare City.

In addition, there are also several other programs including the Education Care program, *Parepare Smart Education*, Scholarships, *Gakken After School* and various other educational programs. Where, this program is a manifestation of the Parepare City Regional Regulation (Perda) No. 4 of 2021 concerning the Implementation of Education. *The legal framework* is the legal umbrella in the implementation of programs that are oriented towards educational aspects. The education care program held by the Parepare City Government is basically sustainable, because it has been implemented since 2014. Where, this program is oriented towards the distribution of uniforms and school supplies for free to underprivileged elementary school (SD) and junior high school (SMP) students, both public and private schools. Meanwhile, *the Gakken after school* program is a mentoring program for elementary school age children to be able to participate in various positive extracurricular activities after school which aims to increase student competitiveness through scientific and character development. The programs implemented by the Parepare City Government aim to provide a forum for children in the city of Parepare to be able to pursue education.

The realization of the program launched by the Parepare City Government is essentially a manifestation of the mandate of the state's goals as stated in the fourth paragraph of the preamble to the 1945 Constitution of the Republic of Indonesia, namely "Educating the life of the nation". Even theoretically, Julius Stahl. Stahl in his book *Philosophie Des Recht* published in 1878, emphasized the importance of the recognition and protection of human rights as a fundamental element of the state of law. This means that the state must guarantee the basic rights of every individual without discrimination, in this case the right to education. Thus, it can be concluded that the Parepare City Government has manifested one of the most fundamental principles of the state of law and carries out one of the goals of the Indonesian state.

4. Inhibiting Factors in the Fulfillment of Education Rights for Buskers and Beggars in Parepare City

The fulfillment of the right to education for beggars and buskers in Parepare City faces various complex and interrelated challenges. Although the government has made maximum efforts through various programs and initiatives, there are a number of inhibiting factors that are still obstacles in achieving these goals. These factors include administrative, economic, social, cultural, and institutional aspects that require a comprehensive and collaborative approach to be effectively addressed.

The theory of the state, which encompasses the purpose and function of the state, is instrumental in understanding how the state should act to fulfill the right to education for all its citizens, including marginalized groups such as beggars and buskers. According to this theory, one of the main goals of the state is to create public welfare and guarantee access to basic rights, including education. The state is responsible for ensuring that all its citizens, without exception, have an equal opportunity to get a decent education. However, in practice, there are various factors that hinder the state in fulfilling this responsibility, including:

a. Administration

One of the biggest obstacles is the administrative problem. Many children of beggars and buskers do not have official identity documents such as birth certificates and family cards. These documents are the basic requirements for enrolling a child in formal school. Without birth certificates, these children are not recorded in the state administrative system, which makes them unreachable by existing educational programs. In addition, the complicated and bureaucratic process of managing administrative documents is often an obstacle for the families of beggars and buskers. They may not have the knowledge, resources, or time to take care of these documents, given their urgent economic conditions.

One of the main administrative problems faced is the absence of a birth certificate. A birth certificate is a fundamental document that proves the existence of a child in the population system. Without a birth certificate, a child is not officially registered and loses access to various basic rights, including the right to education. Many beggars and busker children are born outside of official health facilities, or by families who do not understand the importance or procedures for taking care of birth certificates. As a result, they are not enrolled in the population system and cannot be admitted to formal schools that require a birth certificate for enrollment.

In addition to birth certificates, the absence of a family card is also a significant obstacle. A family card is a document that records all family members and their relationship status. This document is important for various administrative purposes, including school registration. Families of beggars and buskers often move from place to place, do not settle in one location, or live in unofficial places such as under bridges or illegal settlements. This condition makes it difficult for them to take care of or maintain family cards. Without a family card, children in those families cannot be enrolled in school and miss out on the opportunity to get a decent education.

The absence of these documents not only hinders access to education, but also makes the children of beggars and buskers invisible in the government's administrative system. Without official records, they are often not included in the statistical data used by governments to design and implement social programs. This results in educational policies and programs not effectively touching these vulnerable groups, as they are not identified as beneficiaries.

This administrative problem is exacerbated by the lack of awareness and knowledge of parents or guardians of beggars and busker children about the importance of official identity documents and their management procedures. Many of them are illiterate or do not understand the bureaucratic procedures required to obtain these documents. On the other hand, there are also obstacles in the form of costs that

must be incurred to take care of these documents, which are often unaffordable for economically vulnerable families.

b. Realization of programs that are not running and incoherent

Often, various programs and initiatives are announced with the aim of improving access to education for beggar and busker children. These programs may include data collection, scholarship appointments, construction of educational facilities, and various other forms of support. However, in reality, many of these programs stop at the data collection stage, without any concrete realization. Children who have been recorded and promised educational assistance never receive such assistance, leaving them trapped in a cycle of poverty and powerlessness.

This problem creates a sense of despair among beggars and buskers, as well as their families. When they see that the promises given are never realized, they begin to lose hope and motivation to fight for the right to education. Their trust in the government and other social institutions has declined dramatically, making them reluctant to participate in programs that may be truly beneficial in the future.

In addition, this uncertainty also has an impact on children's psychology. Expectations that have been built through unfulfilled promises end in disappointment, which can affect their enthusiasm for learning and growing. These already marginalized children are becoming increasingly vulnerable to dropping out of school, begging, or working on the streets, as they feel there is no way out of their situation.

The complaints submitted by the children actually indicate that their intention to go to school is not accompanied by real actions taken by the Parepare City Government as mandated in various laws and regulations. In addition, one of the main causes of this problem is the lack of coordination and strong commitment from various relevant agencies in the implementation of these programs. Although the program has been well designed, without solid support and effective coordination between the education office, social services, and other institutions, its realization on the ground has become very difficult. Inadequate budgets, convoluted bureaucracy, and lack of oversight and evaluation of the programs carried out also contribute to this problem.

c. Lack of synchronization between the Social Service and the Education Office

If we look at it theoretically, the problem in this case can be seen through the theory of authority. Authority theory is an important concept in the field of public administration and political science that discusses how authority or authority is allocated and exercised in a system of government or organization. One of the main originators of the theory of authority was Max Weber, a German sociologist who is famous for his theory of authority or domination (*herrschaft*).

Weber explains that rational-legal authority is the most efficient and stable for large organizations, as it is based on a well-structured bureaucratic system and clear regulations. Bureaucracy, according to Weber, is the most rational form of organization because of a clear hierarchy, specific division of tasks, and written rules to regulate the actions of the organization's members. In this context, the most authoritative institution is the Education Office.

The most worrying thing that hinders the realization of educational rights for buskers and beggars in Parepare City is the disharmony of programs that should support each other become ineffective, even overlapping. Worse, the education office often does not take concrete action in response to the problems faced by beggars and busker children, so that their educational rights are not properly fulfilled.

The insynchronization between the social service and the education service can be seen from various aspects. First, in terms of data collection. Social services usually collect data on beggars and buskers as part of their social welfare programs. However, this data is often not well integrated into the education service system. As a result, important information about children in need of educational intervention does not reach schools or education agencies, which should take the next step to ensure they have access to education. This fact was discovered by the researcher after receiving direct confirmation from two agencies, namely the Education Office and the Parepare City Social Service.

In addition, this lack of coordination is also seen in the planning and implementation of educational programs. Social services have social rehabilitation programs that include educational aspects, such as tutoring or informal classes for street children. However, without good coordination with the education office, these programs are often unsustainable and not integrated with the formal education system. Children who participate in these programs may still struggle to get into formal school or continue their education to a higher level. Moreover, in the aspect of education, the role of the Social Service is very limited, but the role that is very ideal in essence is not massively promoted by the Education Office.

Furthermore, there are cases where children do not have identity documents such as birth certificates or family cards, the education office should work with the social service to help take care of these documents. However, often what happens is that the education office refuses to register these children because they do not meet the administrative requirements, without trying to find a solution. This makes the children of beggars and buskers increasingly marginalized and difficult to get their educational rights.

To overcome this problem, serious efforts are needed from both agencies to improve coordination and cooperation. First of all, there needs to be data integration between the social service and the education office, so that information about children in need can be followed up immediately. In addition, there is a need for a regular coordination forum where the two agencies can plan and evaluate programs that are and will be implemented, ensuring that every step taken supports each other and does not overlap.

The Parepare City Government also needs to develop policies that support collaboration between agencies. For example, a policy that allows flexibility in administrative requirements for children from marginalized groups, so that they can be admitted to school even if their documents are not yet complete, with support from the social service to resolve those administrative issues.

Capacity building and awareness among education office employees is also very important. They need to be trained and given an understanding of the importance of inclusivity and how to deal with children from disadvantaged backgrounds. With the right understanding and skills, the education office can be more proactive in dealing with educational problems for beggars and buskers.

By overcoming this inconsistency, it is hoped that the fulfillment of educational rights for beggars and buskers in Parepare City can run more effectively. These children, who are in a very vulnerable situation, need real attention and action from all parties involved. Only with solid cooperation and strong commitment from the social service and the education office, can their right to education be fulfilled, giving them the opportunity to achieve a better future.

d. The massive number of immigrants from outside the region

One of the things that is also an obstacle to the realization of educational rights for beggars and buskers in Parepare City is the large number of newcomers from outside the region. The massive influx of immigrants from outside the region creates an additional burden on the city's infrastructure and social services. *De facto*, many immigrants come without adequate preparation or capital, so they end up trapped in poverty and choose to beg or busker as a way of survival. Children from these immigrant families often do not have access to education for a variety of reasons, including the absence of official identity documents such as birth certificates or family cards, which are requirements for school entry. This problem is further complicated because many of them move from place to place, making it difficult for the government to record and reach.

The massive presence of immigrants also fuels competition for limited resources. Local beggar children and buskers have to compete with immigrant children for help and social services. This competition often results in the neglect of the most vulnerable groups, as the available aid is not enough to reach all those in need. As a result, many children of beggars and buskers remain outside the formal education system.

The uncertainty and instability of life faced by immigrant families also has a direct impact on their children. Many children have to work to help the family economy, so they cannot go to school. In addition, unsuitable living conditions and lack of access to health and social welfare services make them more vulnerable to various health and psychosocial problems, which ultimately hinders their ability to learn and develop optimally.

e. Lack of receiving program information

Public ignorance of educational programs is one of the main obstacles. Many families of beggars and buskers do not know that there are scholarship programs, free education, or social rehabilitation programs that can help their children access education. This ignorance is not only due to the lack of information that reaches them, but also because of their limited access to sources of information such as mass media or the internet. Many of them do not have the device to access information digitally.

In addition, the socialization from the education office that is not massive has worsened this situation. Education agencies often do not make enough efforts to disseminate information about existing programs. The socialization carried out is usually limited to announcements at schools or government offices, which cannot be reached by the families of beggars and buskers who are not connected to the formal information channel. Without proactive and planned socialization, important information about educational programs does not reach the groups that need it most.

This lack of socialization is also caused by limited resources and coordination between government agencies. Education offices may not have enough manpower or budget to conduct extensive and ongoing information campaigns. In addition, the lack of coordination with the social service and other related institutions makes socialization efforts not well organized. In fact, good cooperation between agencies can increase the reach of information to marginalized groups.

As a result of this lack of information and socialization, many children of beggars and buskers do not get the access to education they need and deserve. They remain on the streets, begging or busking, unaware that there are programs that can help them get out of the situation. Their families also do not receive enough support to take care of the administrative needs needed to enroll their children in school.

Based on the description of the problem, it indicates that the fulfillment of educational rights for beggars and buskers in Parepare City is not easy. Addressing these various inhibiting factors requires a comprehensive and collaborative approach from various parties. Especially the Education Office and various related agencies must be serious and evaluate in the implementation of this responsibility. Considering that the fulfillment of rights is a very fundamental and vital aspect in the state of law and democracy of Pancasila. Moreover, the rights in question are related to social welfare and the ideals of the nation contained in the fourth paragraph of the preamble to the 1945 Constitution of the Republic of Indonesia, namely "Educating the Life of the Nation" which cannot be considered trivial.

The Parepare City Government needs to improve coordination and cooperation between the social service and the education office to ensure that data on beggar and busker children can be integrated and followed up properly. By ensuring that the basic needs of migrants are met, it is hoped that their children will not have to work or beg to survive and can focus on their education. Children from these marginalized groups need real attention and action from all relevant parties to ensure they get the opportunity to achieve a brighter future through a decent education.

5. Conclusion

The fulfillment of educational rights for beggars and buskers in Parepare City is actually part of the focus of the Education Office and the Social Service which is carried out collaboratively. In this regard, the role of the Education Office and Social Service in Parepare City is that the Social Service plays a role in identifying and collecting data on beggars and buskers by referring to an integrated database after the social service stage, then the social service submits data on beggars and buskers who need education to the education office, the data is then processed by the education office related to education programs for beggars and buskers through its program namely Children Out of School (ATS) accompanied by other programs. The fulfillment of the right to education for beggars and buskers in Parepare City is faced with various complex and interrelated obstacles. Administrative problems, such as the absence of official identity documents, are one of the main barriers that make it difficult for children from this marginalized group to access and record by the government. Without birth certificates and family cards, they cannot enroll in formal schools and are not enrolled in government assistance programs. In addition, the lack of information and lack of socialization about educational programs add to the difficulties faced by the families of beggars and buskers. Information about educational opportunities did not reach them due to limited access to the media and incomplete socialization from the education office. The misalignment between social services and education services

also exacerbates this situation, resulting in data and programs that should support each other becoming ineffective and poorly coordinated.

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