



The Development of A Transformative Learning Model and Its Influence on The Social Behavior Of Street Children at “Rumah Singgah” Surabaya

Marita NurSeki^{1*}, Sujarwo²

¹Universitas Negeri Manado, Indonesia

Kampus Unima, Tonsaru, Tondano Selatan, Manado, Sulawesi Utara

²Universitas Negeri Yogyakarta

Colombo Street No. 1, Karangmalang, Yogyakarta 55281, Indonesia

* Author Correspondence. Email: maritanursekti@unima.ac.id, Phone: +6283830470696

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Abstract: This study aims to develop a transformative learning model to facilitate social behavior change among street children at Rumah Singgah Kampung Anak Negeri Surabaya. The research adopts the Research and Development (R&D) approach, using the ADDIE model, which comprises Analysis, Design, Development, Implementation, and Evaluation. The study subjects are foster children at UPTD Kampung Anak Negeri Surabaya. Data were collected through interviews, questionnaires, and observations, then analyzed descriptively using the Goodman statistical method. The findings indicate that the transformative learning model is effective in improving the social behavior of street children through four key stages: real-life experience, reflection, conceptualization, and implementation. The implementation of this model has yielded positive outcomes, marked by a decrease in rebellious behavior, increased participation in learning activities, and improved socialization skills. The study's implications suggest that the transformative learning model can serve as an effective approach for education and rehabilitation programs for street children in Indonesia.

Keywords: learning models, transformative, street children, social behavior, halfway house

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INTRODUCTION

The phenomenon of street children has become a complex social problem in many large cities, including Surabaya. This issue not only reflects economic hardship but also highlights the failure of social systems to protect children from exploitation and violence. According to the Central Bureau of Statistics (Badan Pusat Statistik (BPS), 2022), the highest number of street children is recorded on the island of Java, particularly in East Java, with 2,405 children. These children are often trapped in cycles of poverty, injustice, and lack of access to education and proper social services, ultimately leading to various forms of exploitation and social stigma (Kementerian Sosial Republik Indonesia., 2020).

Research by (Purwoko, 2013) revealed that many street children come from low-income families, experience violence, and have a strong desire for freedom. These are the main reasons why they escape and choose to live on the streets. Violence against children occurs across all social classes, but those from lower economic backgrounds are at higher risk. As a result, many of them struggle to develop healthy social behaviors, which in turn leads to social alienation, marginalization, and a tendency toward deviant behavior (Mulandar, 2014). In this context, it



becomes crucial to identify and formulate effective strategies to help street children reintegrate into society and reach their full potential.

To address this problem, the government and various social organizations have initiated rehabilitation programs. One such effort is the establishment of shelters (*Rumah Singgah*) as social service facilities to support marginalized groups (Departemen Sosial Republik Indonesia, 1999). According to (Horton & Hunt, 2009), the primary function of shelters is to provide protection, guidance, and empowerment for street children so they can reintegrate into society with essential skills and positive social values. The shelter thus functions as a temporary refuge, preparing marginalized children for reintegration into the community.

However, the teaching approaches used in shelters primarily rely on expository learning, which emphasizes one-way or conventional delivery of information. Many street children, however, come with deep emotional trauma, lack of formal education, and difficulties in social interaction. As a result, learning processes in shelters are often ineffective. Street children are required to follow rigid schedules and rules without consideration for their traumatic backgrounds. Such methods fail to foster critical awareness or active participation (Suradi, 2017). Expository learning overlooks the unique experiences of these children and thus fails to nurture empathy and social skills, as it does not include critical reflection on their life experiences. Therefore, a more interactive and reflective learning approach is needed.

According to (Mezirow, 1997, 2000), transformative learning, which emphasizes experience and reflection, is essential in enabling individuals to undergo drastic social change. (Illeris, 2018) later expanded this theory by emphasizing not only cognitive reflection but also the social and emotional dimensions of learning. Transformative learning thus provides an innovative solution to help street children reflect on their experiences, develop new understandings, and acquire adaptive social skills. Instead of being passive recipients of information, they actively engage in learning processes, which gradually reshape their mindsets and behaviors.

Previous studies have shown that transformative learning models are effective in improving the social and academic skills of vulnerable groups, including street children. (Sari & Fitriyah, (2020) emphasized that street children can be empowered through contextual transformative learning. Similarly, (UNICEF, 2019) stressed that social rehabilitation programs for street children, when based on active participation and deep reflection, can significantly reduce their likelihood of returning to street life.

In addition, the shelter environment must be designed to avoid imposing excessive restrictions. Mukherjee, (2014) found that street life provides a sense of freedom without control. This insight suggests that shelters should create environments that balance freedom with strong moral and social values. Mentoring should adopt a humanistic approach, acknowledging that each individual, including street children, has the potential to develop positive behaviors.

This study contributes new insights into street children's education by identifying gaps in the expository learning approaches commonly used in shelters, which have proven less effective in fostering positive social behavior. The researcher therefore proposes a transformative learning model as a more participatory and reflective alternative. This model integrates critical reflection into the learning process, encouraging sustainable behavioral change among street children. Furthermore, this study provides empirical analysis of the effectiveness of transformative learning in enhancing the social skills of street children, employing a Research and Development (R&D) approach.

Based on this review, the objectives of this research are: (1) to develop a transformative learning model that helps street children foster positive social behavior, and (2) to assess the feasibility and effectiveness of such a model in the context of shelters as rehabilitation programs for street children. The findings are expected to benefit multiple stakeholders. For shelters, this study offers a guideline for designing more effective learning programs. For educators and facilitators, it provides insights into more interactive, reflective, and experience-based teaching strategies. For street children, it helps them develop social skills, build self-confidence, and

broaden their perspectives on life. Finally, for future researchers, this study lays the foundation for further exploration in marginalized children's education and rehabilitation-based learning models.

RESEARCH METHOD

This research and development (R&D) study was conducted to produce a new product or improve an existing one, while also examining its effectiveness. The product developed in this study was a transformative learning model designed to improve the social behavior of street children at the *Kampung Anak Negeri* Shelter in Surabaya. The study employed the ADDIE model of instructional design and development, which consists of five systematic stages: (1) Analysis, (2) Design, (3) Development, (4) Implementation, and (5) Evaluation (Sugiyono, 2015). The following provides an overview of the ADDIE research process:

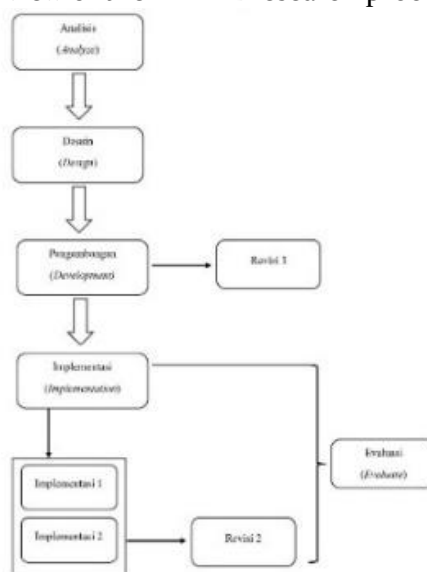


Figure 1. ADDIE Model Research Scheme

In the analysis stage, the researcher employed three steps: (1) needs assessment, (2) identifying solutions, and (3) determining the learning materials. During the model development process, the researcher designed components that consisted of: (1) syntax, (2) social system, (3) reaction principles, (4) support system, and (5) instructional and accompanying effects, adapted from Joyce and Weil (2011). The design was then formulated into a syllabus and lesson plans, adjusted to the specific characteristics of street children.

The research subjects were children at the *Kampung Anak Negeri* Shelter in Surabaya. The model was tested through a limited experimental trial involving 10 children and four facilitators. The implementation lasted for eight weeks, with three sessions per week, each lasting 60 minutes. The participants engaged in a series of sessions that included reflective discussions, case studies, and community-based activities to enhance their social interaction (Freire, 2021).

Data analysis was conducted based on field observations, implementation outcomes, and product validation. The collected data were organized to answer the research problems. The data analysis stage also included evaluation instruments and expert judgment-, involving four experts: subject-matter specialists (validity), model-testing experts (practicality), media experts (formulation of the final model), and facilitators (users). The effectiveness of the learning model was assessed using a mixed-methods approach that combined qualitative and quantitative techniques.

Participatory observation was used to examine behavioral changes among the street children during the learning process. At the same time, Likert-scale questionnaires were

distributed to participants and facilitators to evaluate their responses to the implemented model. Pre-test and posttest data were analyzed to measure changes before and after the application of the transformative learning model. The collected data formed the basis for feedback and recommendations to improve the model.

According to Branch, (2009), the purpose of the final stage is to examine the quality of the product and the instructional process both before and after implementation. The research instruments included questionnaires for validating the content, media, and model. The assessment scale followed the Likert scale with the following categories: "highly feasible," "feasible," "less feasible," and "not feasible." The Likert scale was chosen because it is commonly used in surveys to measure behaviors, perceptions, and opinions regarding particular phenomena. The collected data were analyzed descriptively using a data triangulation approach to ensure research validity (Creswell & Poth, 2018). Qualitative analysis was carried out by categorizing data based on feedback, opinions, and suggestions for improvement collected through the questionnaires.

Product Testing

Following the development of the learning model in accordance with the ADDIE stages, a trial was conducted to gather empirical evidence and refine the model. According to (Sugiyono, 2021), descriptive statistical analysis was employed to process the data, summarizing findings and drawing conclusions that can be generalized. The statistical data obtained from the questionnaires were analyzed as percentage scores compared to the ideal score, and subsequently interpreted within the research context. These findings then served as the basis for revising the developed model.

To assess the effectiveness of the learning model, the analytical technique used to evaluate behavioral changes was the Guttman scale with the Goodenough model. The Guttman scale was used to assess differences in children's average behavior before and after the implementation of the transformative learning model. This scale provides clear answers, offering two alternatives: "yes" or "no," and "good" or "bad." Meanwhile, the Goodenough method was used to assess the accuracy of the sample population and to calculate uncertainty in the pre- and post-intervention surveys.

RESULT AND DISCUSSION

Results

This study aimed to develop a transformative learning model that could influence the social behavior of street children at the *Kampung Anak Negeri* Shelter in Surabaya. The research process was carried out using the ADDIE stages (Analysis, Design, Development, Implementation, and Evaluation) to support more effective model development.

Development Procedure

The first stage was the analysis phase, conducted through observations, interviews, and documentation at the *Kampung Anak Negeri* Shelter in Surabaya. The interview results revealed that facilitators had never applied a transformative learning model in their mentoring process. Observations also showed that facilitators relied heavily on lecture-based methods in coaching activities, without incorporating the children's prior learning experiences. For example, during talent and interest development sessions, children were required to participate in all activities without being grouped according to their preferences or prior knowledge of the learning activity. In addition, the mentoring did not emphasize mindset transformation, which caused negative behaviors to influence other children in the program.

A significant number of children ran away from the shelter because the learning process was perceived as unenjoyable and coercive. These conditions created several obstacles in the mentoring process at the shelter, namely:

1. Learning processes at the shelter became biased, perceived only as fulfilling program targets planned in a top-down manner.
2. The learning model did not align with the actual needs of street children.
3. The organization of learning activities faced difficulties in developing an appropriate model to support social behavior change for reintegration into society.

The coaching process often emphasized the acquisition of new skills without addressing a mindset transformation rooted in prior life experiences. As a result, many children could not translate their experiences into new learning, leading them to engage in undesirable behaviors such as running away back to the streets and exhibiting negative attitudes toward others.

The transformative learning model developed in this study was structured into five stages, adapted from Joyce and Weil, and compiled into a guidebook to help facilitators in carrying out mentoring activities at the shelter.

Identifying Solutions. After conducting a needs analysis, the next step was to explore solutions that could address the identified problems. The proposed solution was to apply a transformative learning model to improve the social behavior of street children in the shelter. The model was presented through a guidebook to help facilitators understand and implement it during mentoring. This process represents an emancipatory action, meaning that it is based on self-awareness rather than externally imposed directives.

Material Analysis. Transformative learning became the central component of this model. It was designed as a medium through which children could transform their previous experiences into new ones, thereby fostering social behavior changes through trust-building, positive actions, and self-expectations developed from reflective evaluation. The chosen material came from behavioral and mental guidance activities for street children. For instance, the researcher selected music-based activities for children who commonly busk, with sub-themes including singing and playing light musical instruments.

Design Stage. After the needs assessment, the design phase involved developing a learning model that incorporated social experiences, critical reflection, open dialogue, and implementation. This structure allowed learners to explore perspectives and internalize social values. The design was then transformed into a syllabus, and lesson plans were adjusted to the characteristics of street children.

Material Validation. The material validation conducted by subject matter experts assessed three aspects: 1) Content feasibility; 2) Material presentation; and 3) Technical quality. The results of the validation are presented in the following table:

Table 1. Results of expert validation of material

Total Score	112
Product Score	110
Criteria	highly feasible

Material Validation (continued). The results of the material validation indicated that the three assessed components scored 110 out of 112 on the material evaluation instrument. This outcome falls into the highly feasible category. Several recommendations for improvement were provided by the experts, including adding a table to clarify the components of instructional and accompanying effects, and refining the syntax component to ensure greater relevance.

Media Validation. The media validation conducted by media experts covered several aspects, namely typography, color, images, layout, and supporting elements. The results of the validation are presented in the following table:

Table 2. Media Expert Validation

No	Assessment Aspect	Score Obtained	Expected Score	Criteria
1.	Typography	18	20	highly feasible

2. Color	14	16	highly feasible
3. Images	10	12	highly feasible
4. Layout	15	16	highly feasible
5. Supporting elements	14	16	highly feasible
Overall Aspects	71	80	highly feasible

The results of the media validation showed that the product obtained a score of 71 out of 80 points on the media evaluation instrument. This score falls into the *feasible* category. Several suggestions for improvement were provided by the media experts, including revisions to the guidebook's cover design, adjustments to the color scheme and language, improved table placement, and better alignment of illustrations with the guidebook's objectives.

Facilitator Validation. Validation of product usability was conducted with four facilitators from the *Kampung Anak Negeri* Shelter. The evaluation results categorized the product as *feasible* to *highly feasible*. Some suggestions for improvement included simplifying the language in the guidebook, as facilitators found certain parts difficult to understand and required additional time to comprehend. Furthermore, the physical size of the guidebook was considered too large, making it impractical for daily mentoring activities.

Discussion

The transformative learning model and its influence on the social behavior of street children at the shelter were designed as a guideline to structure the components and steps necessary for mentoring purposes. The model serves as a framework for directing the learning process (Isrok'atun, 2021). Therefore, the steps in the learning process must be systematically arranged according to a model.

According to Joyce & Calhoun, (2011), a learning model should encompass five key components: syntax, reaction principles, social system, support system, and both instructional and accompanying effects. These five components are interrelated and together form an effective learning model. The development of the transformative learning model in this study was tailored specifically to the needs of street children at the *Kampung Anak Negeri* Shelter.

The learning model was developed based on a needs analysis questionnaire distributed at the *Kampung Anak Negeri* Shelter in Surabaya. The questionnaire provided information regarding the required components for the learning process to change the social behavior of street children, including learning structure, reaction principles, social system, support system, and both instructional and accompanying effects.

The analysis revealed that street children mentoring at the shelter required such a model, with the average scores as follows: 16 for learning structure, 10 for social system, 11 for reaction principles, 11 for support system, and 10 for instructional and accompanying effects. These results suggest that the transformative learning model is essential for both facilitators and students. The highest score was for learning structure, indicating that facilitators particularly needed a clear structure. This aligns with Sugiyono, (2021), who emphasized that syntax, or the learning structure, is the standard foundation for developing an educational product.

Based on this needs analysis, the transformative learning syntax was designed to include: (1) approach phase, (2) problem identification phase, (3) critical reflection development phase, (4) action-taking phase, and (5) evaluation phase. After the design and development process, the transformative learning model—based on critical reflection and social experience—was implemented in stages from January to March.

Prior to implementing the model at the shelter, the researchers distributed a questionnaire comprising 17 Guttman-scale items to assess the social behavior of 10 children. Each item had only two possible responses: "yes" or "no." The highest possible score was 17, indicating that a child met all behavioral indicators. The results showed an average score of only 5 out of 17, equivalent to 29%.

- a. On the indicator *ability to express emotions*, only 3 out of 10 children responded “yes,” meaning that seven children could not articulate whether they felt sadness, anger, or happiness when asked.
- b. On the indicator of *ability to cooperate in groups*, only two children responded “yes,” while eight admitted never actively participating in group tasks.
- c. On the indicator *compliance with shelter rules*, only four children responded “yes,” indicating that six children often violated rules such as staying out late or skipping meals.

These results suggest that the “street mentality” still strongly influenced the children, manifesting as survival patterns that limited emotional expression, teamwork, and compliance with shelter rules. This finding is consistent with Mulandar, (2014), who noted that street children are often able to feel emotions but struggle to understand and express them, resulting in very low scores that reflect unresolved trauma.

After the implementation of the transformative learning model in the shelter—consisting of 12 sessions, three times per week, each lasting 60 minutes—the total social behavior score increased significantly, averaging 12 out of 17, or 71%.

- a. The *ability to express emotions* increased from 3 “yes” responses to 8, meaning five additional children were able to clearly articulate their feelings, whether happy or sad, when praised or reprimanded.
- b. The *ability to cooperate in groups* increased from 2 “yes” responses to 8, meaning six children who had never actively participated or led group tasks began to do so.
- c. *Compliance with shelter rules* increased from 4 “yes” responses to 9, leaving only one child who still violated rules after the implementation of the transformative learning model.

Analysis of the questionnaire data indicated a significant improvement across multiple aspects of social behavior following the model’s application. Before the intervention, average social interaction scores ranged from 2.1 to 2.8 (low category), indicating difficulties in socializing and participating in learning environments. After the intervention, scores increased to 3.5–4.2 (medium to high category), indicating improvements in self-confidence, active participation in discussions, and group collaboration skills.

In addition to questionnaire results, observations during the learning sessions showed increased participation of street children in group discussions. Previously, they tended to be passive and indifferent to their surroundings. After the intervention, they became more active and demonstrated greater concern for the shelter community. Interviews with facilitators further confirmed these changes, noting that children displayed improved self-confidence, better emotional control, and greater willingness to comply with social rules at the shelter. The following table presents a summary of data analysis:

Table 3. Data Analysis of the Transformative Learning Model

Measurement Aspect	Before (%)	After (%)	Increase (%)
Participation in discussions	30	75	45
Confidence in speaking	25	70	45
Concern for peers	40	80	40
Ability to work in groups	35	78	43
Discipline in following rules	45	82	37

The Impact of the Learning Model on the Social Behavior of Street Children

The application of the transformative learning model had a significant impact on changing the social behavior of street children in the shelter. A case example can be seen in one of the children, R (male, 13 years old). Before the intervention, R had spent two years busking on the streets of Surabaya. During the pre-test, he responded “yes” to only 1 of the four indicators of emotional expression and was unable to describe his feelings when asked. In the first phase of the intervention, he shared that passersby often threw coins without looking at him, which

made him feel invisible. After participating in the reflection process, he wrote on the board: “*I used to be quiet, but now I can say ‘please help’ a little more often.*” By the fourth phase, he was actively leading drum practice sessions and confidently performing in front of his peers with expressive behavior. The posttest showed that he answered “yes” on all four indicators of emotional expression. This case demonstrates how old experiences can be transformed into new narratives validated by peers and the shelter environment.

Reliability of the Guttman Scale

The reliability of the Guttman scale was assessed using two coefficients: the Coefficient of Reproducibility (CR) and the Coefficient of Scalability (CS).

- a. Before the intervention, CR scored **0.53**, below the threshold of 0.90, indicating random response patterns. After the intervention, CR increased to **0.93**, exceeding the 0.90 threshold, demonstrating that response patterns had become consistent.
- b. Similarly, CS scored **0.33** before the intervention, below the 0.60 threshold. After the intervention, CS rose to **0.85**, above the threshold, indicating reliable scalability.

These results confirm that the scale became more reliable after the implementation of the transformative learning model.

Table 4. Reliability of the Guttman Scale (Goodman Analysis)

Goodman Analysis	Pre	Post	Kriteria
Coefficient of Reproducibility (CR)	0,53	0,93	≥ 0,90 (accepted)
Coefficient of Scalability (CS)	0,33	0,85	≥ 0,60 (accepted)

Interpretation and Theoretical Alignment

The findings indicate that street children who previously experienced social alienation were able to acquire improved understanding and social skills through a learning approach grounded in reflection and direct experience. Consistent with Mezirow, (1997, 2000), transformative learning enables individuals to change their perceptions of the world through deep reflection on their lived experiences. In the context of street children, this model provides space for them to reinterpret their life stories and develop new perspectives on themselves and society.

Mezirow, (1997, 2000) emphasized that transformative learning allows individuals to reassess their experiences, expand their interpretations, and build new self-understandings within a social context. Thus, the implications of this study are critical for designing educational programs for street children that focus not only on academic aspects but also on social and emotional skill development.

(Freire, 2021) further reinforced these findings, stressing that education should be liberating and empowering, enabling individuals to think critically and to understand their social conditions deeply. In the case of street children, transformative learning not only equips them with improved social skills but also helps them reconstruct a more positive self-identity. (Biesta, 2020) similarly explained that education must balance learning, subjectivity, and democracy. (Widya, 2015) added that reflection- and dialogue-based approaches can enhance self-confidence and communication skills among marginalized children.

When children are given opportunities to engage in active learning and reflection, rehabilitation programs become more effective (UNESCO, 2019). Transformative learning is more effective than one-way instruction because it allows children to experience more meaningful learning. The increased participation in group discussions supports Vygotsky’s theory (Daniels, 2017), which highlights the role of social interaction in cognitive development. Structured group discussions helped street children build a better understanding of social norms and interpersonal communication.

Increased confidence in speaking also aligns with social learning theory (Maddux & Gillett, 2018), which argues that individuals learn by observing others and receiving feedback from their environment. Children who saw their peers speaking confidently were more motivated to imitate this behavior, thereby gradually building their own confidence. The rise in peer concern from 40% to 80% indicates that children became more capable of understanding others' perspectives and showing empathy, consistent with Gibbs' (2019) theory of moral development.

The increase in teamwork ability from 35% to 78% shows that children who previously struggled with collaboration began to work more effectively after participating in learning that emphasized teamwork and collective problem-solving. Biesta (Biesta, 2020) emphasized that experience-based education helps individuals understand collaboration and build stronger social relationships. The increase in discipline from 45% to 82% demonstrates that transformative learning, involving reflection and discussion, enabled children to understand the consequences of their actions better. Ryan & Deci, (2017) explained that discipline can be strengthened through positive reinforcement and clear consequences. In this study, facilitators used praise and rewards to promote disciplined behavior, resulting in greater compliance with shelter rules.

In sum, the results provide strong evidence that the transformative learning model not only enhances the academic skills of street children but also fosters more adaptive social behaviors. It creates opportunities for children to reflect deeply, understand others' perspectives, and develop social communication and teamwork skills. This approach holds great potential for implementation in various social rehabilitation and alternative education programs for street children in Indonesia.

CONCLUSION

This study concludes that the transformative learning model is efficacious in improving the social behavior of street children at the *Kampung Anak Negeri* Shelter. The model has been proven to foster active participation, critical reflection, and the strengthening of social skills. The findings also highlight that experiential and socially interactive education is more inclusive and significantly shapes the character of street children.

The application of this model not only enhances academic aspects but also provides meaningful learning experiences. Children became more capable of understanding and internalizing social values that support their adaptation to society. Therefore, the transformative learning model is recommended for integration into social rehabilitation programs in shelters and other social institutions, with a more participatory and reflective approach.

For future research, it is suggested that this model be examined in broader community education contexts. In addition, longitudinal studies are needed to evaluate the model's impact after children leave the shelter. External factors such as family support, social environment, and educational policy should also be investigated further to gain a more comprehensive understanding of the transformative model's effectiveness in shaping the social behavior of street children.

In conclusion, the transformative learning model not only contributes to theoretical advancements in academia but also offers a potential solution to inclusive education policy. This model has the potential to empower marginalized children to become more confident, independent, and prepared to face future life challenges.

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