



## Online Community, Analysis of Marginal School Communities to Increase Self Potential

Ahmad Rahmatullah Airlangga PH<sup>\*1</sup> , Ramadhani Ayu Fitri<sup>2</sup>

<sup>1</sup>Universitas Gadjah Mada, Yogyakarta, Indonesia

<sup>2</sup>Universitas Sumatera Utara, Medan, Indonesia

\*Corresponding Author: [ahmadrahmatullahairlanggaph@mail.ugm.ac.id](mailto:ahmadrahmatullahairlanggaph@mail.ugm.ac.id)

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### ABSTRACT

Technological changes in this day and age mean that people in all parts of the world can communicate with each other, even over long distances. In Indonesia itself, there is a lot of use of online platforms in cyberspace. One of them is by creating an Online Community which allows a group of people to gather with the same goal to solve or discuss problems that are happening around them. Marginal school communities become online community forums for those interested in being part of volunteering who live in Yogyakarta. The volunteer action in question is carrying out various program plans which are considered to help improve personal quality and create personal potential for street children and marginalized children who do not receive the rights they should have. So, it can be seen that the Marginal School Community recruits online through their personal Instagram account called (@sekolah\_marjinal). This Marginal School Community carries out various programs that support street children, such as teaching and learning programs, posyandu programs and community health centers and identity advocacy programs. The method used in this research to collect data is literature study, which involves searching or reading data from journals, books, related websites and scientific articles.

**Keywords:** Marginal School Communities, Online Community, Street Children

### ABSTRAK

Perubahan teknologi di zaman sekarang ini menjadikan semua orang yang berada di belahan dunia untuk dapat saling berkomunikasi, bahkan pada jarak yang jauh. Di Indonesia sendiri, sudah banyak sekali penggunaan *platform online* di dalam suatu *cyberspace*. Salah satunya dengan menciptakan Komunitas *Online* yang memungkinkan sekelompok orang untuk berkumpul dengan tujuan yang sama untuk menyelesaikan ataupun berdiskusi berdasarkan permasalahan yang sedang terjadi di sekitar mereka. Komunitas sekolah marjinal menjadi wadah komunitas secara *online* bagi mereka yang tertarik untuk menjadi bagian dari aksi kerelawanan yang berdomisili di Yogyakarta. Aksi relawan yang dimaksud adalah melakukan berbagai perencanaan program yang dianggap dapat membantu meningkatkan kualitas diri dan menciptakan potensi diri kepada anak jalanan serta anak-anak terpinggirkan yang tidak mendapatkan hak yang seharusnya. Jadi, dapat diketahui bahwa Komunitas Sekolah Marjinal merekrut secara *online* melalui akun pribadi *instagram* mereka yang bernama (@sekolah\_marjinal). Komunitas Sekolah Marjinal ini melakukan berbagai program yang mendukung anak jalanan seperti, program belajar mengajar, program posyandu dan puskesmas berjalan hingga program advokasi identitas. Metode yang digunakan dalam penelitian ini untuk mengumpulkan datanya adalah dengan studi literatur, dimana melakukan penelusuran atau literasi data dari jurnal, buku, *website* yang berhubungan serta artikel ilmiah.

**Kata Kunci:** Komunitas Sekolah Marjinal, Komunitas Online, Anak Jalanan



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## 1. INTRODUCTION

The development of information and communication technology, especially the internet, opens up new spaces for interaction and connection between individuals. Online platforms such as social media, discussion forums and chat applications allow people from different locations to connect and build virtual communities. Virtual communities have historical roots in offline communities, where people with similar interests physically gather to interact, share ideas and support each other. As information and communication technology evolved, these communities began to migrate online, utilizing social media platforms, internet forums, and specialized applications to build connections and establish communication. Virtual communities offer ease of access and flexibility to their members. Individuals can join and participate in the community whenever and wherever they are, without being bound by time and space constraints.

Virtual communities will be related to an individual's interests and talents. The virtual community itself was born from a community that directly interacted with other people, then as a result of technological developments it became possible to interact or form a community in online networks. Some of the main factors driving the growth of interest and talent-based virtual communities are accessibility and reach. The Internet allows individuals from all over the world to connect and join communities that match their interests, unhindered by distance and time. Virtual communities offer a safe and open space for individuals to express themselves, share ideas, and learn from others with similar interests and talents, regardless of their social background, culture, or identity. Virtual communities provide a platform for members to support, motivate, and exchange information related to their interests and talents. This can help individuals to develop their potential, improve their skills, and achieve their goals. In addition, virtual communities facilitate collaboration between individuals with similar interests and talents, allowing them to work together on creative projects, inspire each other, and produce innovative work. Virtual communities can provide a platform for members to voice their opinions, advocate for issues they care about, and encourage positive social change.

According to the Indonesian Minister of Education, Muhadjir Effendy stated that it is important to focus on a student's interests and talents, because the education system in Indonesia is not yet too inclined towards expanding a student's interests and talents which can make it difficult for students to determine their future career path Supriatna, 2019 (in Mahfud & Sutama, 2021). The problem that is often found among students regarding their interests and talents is that formal education at school often emphasizes doing a lot of assignments for students, besides that as children they also have the responsibility to do work at home. These problems result in a student or child feeling boredom, stress and even boredom which will hamper the development of their interests and talents Dewi & Trisnawati, 2017 (in (Dahlia & Roza, 2017).

Education is the most important and appropriate thing for every child to develop their knowledge. The development of the times will make an individual have the competence to compete in the field they are working in. However, education can be seen from the development of a country which can state whether the

country is poor, developing or advanced. Indonesia itself is a developing country, characterized by the presence of children who do not have the right to pursue education due to economic limitations. Children who experience economic limitations usually occur in marginalized children who live on the streets. Apart from not having the right to go to school, these marginalized children also do not have the right to a decent life because they do not have a place to live. For this reason, the role of the government, institutions and people who care about social problems regarding the rights that should be given to marginalized children is needed, such as through Marginal School Communities.

There is previous research with the authors, namely, Jessica Oktaviana, Devina Karsten Setiadi and Riko Furnando in their research title "Analysis of the Tenoon.id Online Community: Dynamics and Empowerment of People with Disabilities and Women in Indonesia" contains about how the Tenoon.id Community maintains content and unity in the social relationships that exist among each member in carrying out work planning and all its daily dynamics. Tenoon.id is a weaving community using cloth from Toraja and then heading to Mamuju, Bima, Lombok, etc. Tenoon.id aims to be a place for those with disabilities and marginalized people to take part in becoming members. This research has the result of achieving good relationships with fellow members and effectively utilizing communication technology to be able to adapt in overcoming current problems.

Based on previous research, to create a relationship related to this research, with an update to the Marginal School Community it will be possible to maintain a pattern of social relationships that are bound within the virtual community, as well as to carry out work programs for internal members through content and problem solving programs regarding marginalized children. The problems they face in finding solutions as educators will require a virtual community to carry out interactions with fellow members or with children in order to create a development of a child's interests, talents and passion in determining his future.

## **2. LITERATURE STUDY**

### **Community**

Quoted from Iriantara, 2004 (in Anugrah, 2024). states that a community is an individual or group of people who live in an environment with the same goal. So, it can be seen that community is the process of individuals interacting with a group of people in the surrounding environment to form a group that has the same goal. The community has a role that involves the behaviour of an individual in carrying out the interaction process with the agreed goals of the community. There are various types of communities, namely, hobby-based communities, which means that the community is formed due to having the same hobbies and interests in carrying out activities. Second, there are communities that are based on the same geographical location, meaning that the purpose of creating the community is based on the community's attachment to the similarities in history, fate and culture that grow and develop over time in the area they live together. Third, community is based on communication which is a form of social interaction regarding an interest that exists in society Fredian Tony, 2003 (in Anugrah, 2024).

### **Online Community**

This virtual community means when a group of people who have the same interests and talents then carry out a process of interaction and communication in an online medium. McQuail, 2010, p. 150 (in Oktaviana et al., 2022). Online communities can also be called virtual communities which can create community activities in cyberspace using electronic technology with modem connections in the 1970s. Severin and Tankard, 2011: 447 (in Putri, 2017). It can be concluded that this online community is a space that fosters the process of connecting with other people who have similar interests and the same goals by surfing on a site.

### **Marginal School Communities (MSC)**

The Marginal School Community is a community in the city of Yogyakarta that provides free educational assistance to street children and marginalized children which was created and founded by Agung, Atok Fahmi, Ari and Syarif on November, 10<sup>th</sup> 2019. The programs they run are always developing and have many changes. Apart from free education, they also created new programs such as Bawera, Harapan School, Street Posyandu and Street Health Centre. For teaching staff or volunteers based on the commitment of each individual who cares about social problems that occur in children who cannot pursue formal education due to economic problems. Based on direct observation, one of the MSC volunteers stated that street children who have not received an education only help their parents by scavenging to meet their and their family's living needs. Therefore, the Marginal School Community hopes and strives that the fate of children who experience this fate can be changed by developing their skills and knowledge. Currently there are more than 80 volunteers who are helping street children and marginalized children in the teaching and learning process at the kindergarten-primary level. (Anugrah, 2024).

### **Self Potential**

Self-potential is the ability that exists within a person, whether it has not been created or has been created before but has not yet been properly manifested or has not been used to form a person's self. Potential can be in the form of a person's physical or mental skills which have the possibility of being surpassed by themselves if they carry out training and learning using supporting facilities. Meanwhile, the self is a process, behaviour and psychology that a person has in developing himself. It can be seen that the self-potential that a person will have and has a big impact on the continuation of his life in understanding himself and the achievements he wants to achieve. In exploring our potential, we must make peace with our shortcomings, whether physical or emotional, therefore we must make peace by changing them into something unique, always learning and understanding our shortcomings so that we can overcome them well and also be aware of ourselves. who has been created as an imperfect person, but can be changed slowly if there is a will.

In exploring one's potential, there is also no need for opinions from other people that are

condescending, dismissive or even sarcastic which can actually make ourselves lose self-confidence. For this reason, by not listening to the words of those who put them down and will hinder the development process of our interests and talents, it is necessary to thoughts and actions towards oneself to listen to one's own beliefs and not underestimate undeveloped potential. As according to Eleanor Roosevelt (in Aisyah, 2019), “no one can underestimate themselves without their own permission and if there is none, start growing it”. Other people's opinions about us can be accepted but it must be done through a filtering process where we can consider several opinions so that our development process is constructive.

### **3. METHOD**

The research used here is a type of qualitative research with analysis of data collection techniques using literature studies. This type of qualitative research according to Vanderstoep & Johnston 2009, p.166 (in Oktaviana et al., 2022) is an understanding of phenomena that arise from knowledge in the social and empirical construction process. The data collection technique used in this research is a literature study. Literature study is the same as library study which looks for sources of data in research resulting from literacy in books, scientific articles, and previous research journals and then conclusions are drawn. This research can analyse the phenomenon of developing self-potential in street children or marginalized children through the Marginal School Community online community. The subjects in this research are aimed at several people, such as children, teaching staff or volunteers, the community and the government.

The data analysis techniques contained in this research are searched, put together, analysed descriptively and then conclusions will be drawn Miles & Huberman, 1992(in Mahfud & Sutama, 2021). In Sugiyono's thinking, using data analysis techniques with a qualitative approach is done by interacting, selecting data and verifying data Sugiyono, 2014 (in Mahfud & Sutama, 2021).

### **4. RESULTS AND DISCUSSIONS**

Fatah, who is the chairman of the Marginal Schools Group, stated that there are three main programs being implemented, including aspects of education, health and advocacy. The problem they want to face and solve now is changing the minds of society so that they are aware of the importance of education and literacy in developing their children's potential. Another problem that can be noted is that the program run by MSC is only available in Yogyakarta. In terms of management, it cannot be spread to other regions or cities in Indonesia, due to limited physical space and time, because it is known that currently the four founders of MSC are students who took part in volunteer actions for children in Yogyakarta.

In disseminating programs managed by MSC for street children and marginalized children, they usually disseminate community information through their social media accounts, namely, Instagram and personal blogs. This also aims to develop the creativity of MSC managers to provide interesting content through the implementation of ongoing programs. So, MSC can attract volunteers to attract community attention towards children's education in order to hone their interests and talents for the future.

### **Implementing the Development of Students' Interests and Talents (Self Potential) through MSC**

One of the programs at MSC is the Inspiration Class, which invites people who are considered to have skills and are still able to demonstrate their professional experience to children in order to build the children's enthusiasm. The activities of this inspiration class program are carried out using a personal approach method, where one child together with three teaching staff are carried out in face-to-face meetings in a studio. The time allotted for this inspiration class is usually held twice a week. Another program established by MSC is in the health sector, namely community health centres and running posyandu. Agung, who is one of the co-founders of MSC, stated that this program is carried out once a month by looking at the condition of MSC students if they are found to be suffering from an illness. Agung explained again that there is a process for accessing the community health centre and running posyandu where there are 5 posts where the community and their children will be guided in all stages of entering the post. The first post is for registering personal biodata and disease complaints, the second post is for weighing, the third post is for checking blood pressure, the fourth post is for checking up on diseases in the body, and the fifth post is for taking medicine.

The next program is advocacy. According to Agung, it can be seen that one of the reasons for establishing MSC was based on the results of observations, discussions and considerations in the environment around the Marginal School Community. The advocacy program carried out by MSC is in the form of identity creation, because it is known that many marginalized communities do not have personal identity such as Self Identity, Family Card or birth certificate. The Marginal School Community overcomes this by helping them to collect the identity of each family by visiting their homes to collect complete data to help them create an identity. In this way, they can access their children's school registration more easily and can also join programs organized and assisted by the government for quality of life, such as BPJS. From the several programs that have been carried out by MSC, they of course share with many people to be able to communicate and provide information about the conditions of similar places to become recommendations for places that have disadvantages for parents and their children. This is done by processing information from MSC's personal contacts as well as on their own social media who actively share the excitement of learning and implementing their programs.

In developing skills for street children and marginalized children, the role of increasing a child's interest and talent to explore his or her potential is related to the technical role. According to Jim Ife & Tesoriero, 2014 (in Anugrah, 2024) the technical role is an effort made by Marginal School Communities to improve community skills. In seeking their potential, MSC volunteers help and teach them to be aware of choosing a job to change their lives through the skills they pursue. MSC volunteers also increase their role in caring for these children by teaching them reading, writing, arithmetic skills and solving problems in their lives.

You can also find out about the Marginal School Community Online Community's analysis of street children and marginalized children through the programs it organizes to be able to improve and believe in their own potential, including

- **Teaching and learning activity program:** Activities for students (street children) to learn can be carried out after formal school hours; the various names of the schools that were formed were marginal schools, hope schools and badran schools; Street children who become students in MSC can take inspiration classes to develop their knowledge and be interested in other people's experiences; students gain learning, behaviour changes and initial skills as students. From this program, it is hoped that students will be able to realize their own potential which they can always hone.

- **Community health centre and street posyandu programs:** Students have access to health care when they are sick; Students can also have access to walking posyandu, check their physical health and get medicine. The existence of this program can result in comfort and enthusiasm for going to school due to caring actions for those who are cared for when they are sick.

- **Advocacy program:** children who have a family but do not yet have an identity, through MSC they can help to create an identity for their family such as an ID card, family card and birth certificate. From this program, MSC acts as an intermediary to help them obtain proper access rights from the government.

There is a supporting role for the Marginal School Community Online Community towards students (street children) and the role of educators (volunteers), including:

- **Facilitator role:** This role accompanies students in providing stimulus, socialization, problem solving and learning to agree, where students can be aware of the fulfilment of their lives and gain access to the rights to survive.

- **The role of the educator:** This role supports educators to increase awareness of the condition of street children who are classified as deplorable regarding their access to education, assist them with developing information and provide them with learning. From this, students can open their minds to their own potential through their ability to change their lives for the better in the future.

- **Technical role:** This role supports students to develop and implement the learning that has been given by teaching staff to potentially develop their skills. Through access that should be theirs, they can increase their fighting spirit to change their fate and prepare them to work in the future according to their desired interests and talents.

Through the online community created by the Marginal School Community by recruiting volunteers through their personal blogs or other social media, there are impacts on the teaching staff such as:

By showing the program that is run through MSC's personal Instagram account (@marginal\_school) it can build a sense of interest among the public that MSC is a forum for continuing to raise awareness for marginalized children. Quoted from their Instagram account with a program called "SEPEKAN MENGESANKAN" on December 4-9 2023, it explained, from the 4th & 5th they did Marginal School on the 4th by learning to count, getting to know the vocabulary of colours and fruit in English, and etiquette of apologizing and thanking, they also learn how developing technology is characterized, such as on the 5th they learn about digital information literacy, where they can understand, analyse information obtained through digital platforms or social media. On the 9th they did a hope school by making a savings creation from used materials.

### **Positive Impact of Online Communities in Marginalized School Communities on Social Media**

The first positive impact for students is that access to learning is easy, marked by teaching staff who provide knowledge content through technology and are also more interesting to look at. Second, there is emotional support which is characterized by online communities providing space for students to provide support to each other in their enthusiasm for learning. Third, there is development of personal potential in helping students to develop new skills, such as communication, interaction, leadership and cooperation.

There are positive impacts from awareness of becoming educators (volunteers), firstly, the existence of a professional network marked by an online community which can help to connect with other volunteer partners who are in different places to gather. Second, for teaching staff there is also learning for them as volunteers which is marked by access to the view that there are still Human Resources for street children and marginalized children who do not get the rights they should have in life. Third, curriculum development characterized by their online community as volunteers can develop a more innovative and interesting curriculum through the dissemination of information and interaction from other people who have mobilized previous ideas when conducting learning with street children.

### **Negative Impact of Online Communities on Marginalized School Communities on Social Media**

There is a negative impact of online communities on marginalized school communities on social media, namely, it is marked by this community whose implementation is still in the city of Yogyakarta. Those who are outside Yogyakarta and are interested in getting involved can only access their activities via MSC's personal Instagram account or make a donation for the development of teaching places in Marginal School Communities.

The previous research written by Muhammad Nuhman Mahfud & Sutama, 2021 with the title "Managing the Development of Students' Interests and Talents in Homeschooling Sis Seto, Solo" contains obstacles for children who want to develop their interests and talents due to lack of parental motivation. In providing information. The results of his research through Homeschooling Sis Seto Solo, the aspect to change this is with a Work Portfolio, Meaningful Assessment to create children's interest and develop



passion in determining the quality of their own abilities. The relationship with Marginal School Community research is that they both care about the development of children's interests and talents to reveal their potential.

### **The Government's Role in Fulfilling the Educational Rights of Street and Marginalized Children**

The government has an important role in ensuring the educational rights of marginalized street children, such as formulating policies and creating programs for the education of street children by providing financial assistance to uphold social welfare for these marginalized children. There is a law that regulates children who do not have the right to education, namely, Minister of Education and Culture Regulation Number 76 of 2021 concerning Education Units Providing Inclusive Education, Article 3 paragraph (1): "Inclusive education is an education delivery system that provides opportunities to all students who have different backgrounds and conditions to study together in the same school". This should be re-implemented by the government by re-ensuring that all children, without exception, receive the education they deserve and should.

### **Mechanical and Organic Solidarity Theory by Emile Durkheim (Putra, 2014)**

#### **- Mechanical Solidarity Theory**

Emile Durkheim in analysing society's life on the basis of collective consciousness throughout society of individuals who have the same beliefs and reflect the same norms. However, because it is done individually it can cause pressure to comply which results in stagnation (freezing). This problem can occur if it is equalized economically, where the longer it takes, the weaker it will be.

#### **- Organic Solidarity Theory**

Emile Durkheim stated that organic solidarity is the opposite of mechanical solidarity which states that the division of labor will increase. This is because changes in collective consciousness become highly dependent on each other so that they have a sense of specialization that is improved by the consciousness of the people at large, until the government issues laws for better (restitutive) changes.

In this research, virtual (online) communities when viewed in Emile Durkheim's theory of solidarity will be included as new organic solidarity, because communities are connected through social communication networks that depend on each other for information, support and techniques in their operations. If we look at previous street children, it can be seen that they are dependent on Marginal School Communities to fulfil their rights as children to receive education to change their quality of life for the better. With the existence of MSC, they receive appropriate support and facilities to access effective learning in developing human resources for Indonesia's future progress.

The benefit that is emphasized in connection with organic solidarity is that individual cooperation can also occur as a complex society characterized by educators who are aware and care about developing their own potential in providing a platform for street children and marginalized children to learn, process, be creative and be able to express themselves according to their potential interests and talents. This is what can strengthen social networks and self-confidence when interacting with other individuals.

## **5. CONCLUSION**

Based on the research description above, it can be concluded that education for street children and marginalized children is classified as inappropriate due to the economic difficulties experienced by their families to survive. However, with the awareness and concern of people to help improve the quality of life for those who have economic limitations and increase human resources in Indonesia. As is the case with the Marginal School Community, it comes with programs that are beneficial for street children's access to education. These programs include, among other things, a teaching and learning program, a running posyandu and community health centre program as well as an identity advocacy program. The role played by educators (volunteers) is to try to change the fate of those who are considered less fortunate in their lives. Apart from that, the teaching staff carry out volunteer actions with the help of distribution through social media. The Marginal School Community is already present on their personal Instagram account platform, namely (@marginal\_school) which can show that this online community can provide many benefits for many people to instil motivation. It is hoped that this Community can grow and develop more in various regions in Indonesia with an interest in being involved in the programs in this Marginal School Community apart from giving donations and viewing content on their personal Instagram accounts.

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