

The Failure of Persuasive Communication Among Social Workers in Mentoring Street Children

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ABSTRACT

This article discusses the failure of persuasive communication performed by social workers in the event of mentoring street children in an Indonesian city of Yogyakarta. The existence of the street children in the city remains to be an unweaving issue despite the presence of social welfare provided by governmental agencies and non-governmental organisations (NGOs). A number of shelters takes place to house, mentor and educate these underprivileged kids but has little to no effect in stopping the kids from returning to living on the streets. Failure in communication during the mentoring process between social workers and the kids seems to be one of the determinants of the shortcomings. Hence, this particular study sought to evaluate the factors that produce such failures. Using a qualitative approach, this study interviewed some social workers in *Rumah Singgah Anak Mandiri*, one of the famous shelters for street children in Yogyakarta. The results show that the social workers' lack of persuasive communication skills becomes the main cause of the shortcomings. Precisely, most of them do not possess the capacity, powerful communication, control of emotion, message appeals, organization of the messages, and cultural knowledge in serving counselling sessions with the underprivileged kids.

Keywords: *Persuasive communication, communication failure, street children, social workers, Indonesia.*

INTRODUCTION

The presence of street children has become a serious social problem in Indonesian big cities including Yogyakarta. They can be found wandering around traffic junctions, begging for pennies, busking, and selling small goods to stopped cars and motors. The 2016's data from Social Service Department of Yogyakarta Special Region identifies 327 teenagers and young adults aged between 13 and 21 years old roaming across the urban areas. The existence of such underprivileged youth depicts social illness and causes some social issues such as crimes (Ajikusumo, 2013). To prevent such problems from getting worse, government and society need to work together to provide the kids with better social care and mentoring (Siregar & Rani, 2004; Astutik, 2005; Suyanto, 2010).

In the context of this study, the street children refer to those kids and teenagers who make living on the roads and those who aimlessly roaming urban streets (Purwaningsi, 2012). Purwaningsi (2012) points out that the children who earn small income from the streets usually come from families with very low income but a quite significant number of them turns out to be youngsters from fine families who choose to live on the streets as a way of escaping from their ordinary lives. This actual fact should flag a serious warning to authorities to pay more attention to them for the sake of next generations and as to avoid them from becoming the victims of crimes especially human trafficking and sexual harassment.

The existence of street children depicts complexity of social problems in many countries. When they should be crucial social assets for their family and society, they could also pose as potential threats to public security and order. To minimise social hazards caused by the existence of the street children, government through the Ministry of Social Welfare has put some efforts such as providing shelters for the kids to live and learn skills for self-development. The shelters serve as an instrument for empowering the street children. The main goal of the establishment of the shelters is to facilitate the underprivileged kids through coaching and mentoring which is delivered by hired and volunteered social workers. These social workers serve to provide motivational advice on alternatives of ways of living, and most importantly train them to become a productive society member. Such social works are done as part of the professional services given by social workers in order to help street children rebuilding their lives (Alavi & Mahbob, 2017).

It is argued that social workers would be better of using persuasive communication during the process of mentoring street children. Bovee and Thill (2007, p.8) defines persuasive communication as an effective means for persuading an individual, a group of individuals or a society. Soemirat and Suryana (2016) find persuasion as a way to change people's attitudes, opinions, and behaviors through a more decent and humanistic manner to produce consciousness and willingness to take action in accordance with what a message sender intend to deliver. Ilardo (1981) defines persuasion as "*communicative process of altering the beliefs, attitudes, intentions, or behavior of another by the conscious unconscious use of words and nonverbal messages*". Curtis, Floyd and Winsor (1998) note that one's effort to influence and change views, opinions, attitudes, and behaviour of other's serves as persuasive activities.

Persuasive communication performed by social workers is one of mentoring strategies to foster understanding, attitudes, and behaviours of street children. Social workers have to regularly pay visits, communicate, and convey persuasive messages to influence the street children better. Aw (2010) points out that social workers should deliver persuasive communications in the forms of communicating well, being parallel and humble to street children, being fair, discussing without patronizing, and listening to street children's complaints.

The techniques of persuasive communication that underpin the mentoring process for street children require social workers to have fitting capabilities as a persuader who can form motivational message appeals. In reality, social workers are still failed in delivering assistance to street children that cause the kids return to the street. This raises a question on the factors that cause the social workers' failure in delivering persuasive communication when assisting street children. Ideally, every communication program needs to be evaluated to determine the level of success or failure of the program as to which extent the implementation of the program has met the intended purposes. In the context of this study, evaluation serves to identify the factors of failure in persuasive communication in order to gather information that can be used to improve the implementation of persuasive communication in the future. Some literatures (Cullingford, 1997; Mardapi, 2007; Ebel & Frisbie, 1986; Johnson & Christensen, 2008) suggest some of the advantages of conducting evaluation for a communication program. Such advantages include an access to creating a method for assessing whether the communication program has achieved the intended goals.

Evaluation can also be used to understand whether the program has followed the initial plan and achieved the expected results. In addition, evaluation can serve to identify factors that cause shortcomings in conducting a communication program. Ultimately, the information obtained from the evaluation can be used to determine the proper alternatives in decision making for future programs. The findings about such factors of failure can suggest recommendations for future references in conducting more effective persuasive communications. Hence, this study identifies some causal failure factors of social workers' persuasive communication in assisting street children.

LITERATURE REVIEW

The failure of persuasive communication in each case is different from one another. In the case of social workers' assistance for street children in Yogyakarta, the causal factors for failure in persuasive communication are allegedly related to the ability of the social workers as communicators or persuaders. Basically, social workers who work for street children shelters use persuasive communication as it is seen as the most effective way to influence the children. They perform as persuaders who work to convey convincing messages to persuade street children who serve as persuadees. The social workers would place themselves as a friend to the kids and communicate with them in a loving and passionate manner. Manap, Hoesni and Hamzah (2018, p.238) point out that love is one indicator of a happy and functional family because without love, a family relationship would become dull and empty. Aw (2010) argues that when persuading others, a persuader should show a deep concern by offering recommendations which can serve as alternatives to solve the problem. In persuasive communication, communicators or persuaders must show exactly how those persuaded can benefit from the persuaders' assistance (Tubbs & Moss, 2001). In fact, persuasive communication is expected to inspire enthusiasm, motivation, confidence, and assure the welfare of their lives (Alavi & Mahbob, 2017).

The main purpose of persuasive communication conducted by social workers is to influence street children to change their mind and attitudes about living. Basically, the social workers as communicators need to be able to convey messages that can persuade the communicants to comprehend and follow the intended attitude changes as wished by the communicators. Hovland, Janis and Kelley (1983) explain that persuasive communication is a process in which a communicator produces and sends a stimulus aimed to change people through aspects of persuasion. A persuader must have high ethos. Ethos refer to person's self-worth which consists of cognition, affection, and conformity. Krech, Crutchfield and Ballachey (1972) believe that the effectiveness of persuasive communication is highly dependent on how communicators immerse with the communicants. Specifically, Soemirat and Suryana (2016) describe that a persuader who has high ethos can be identified by their readiness to serve, earnestness, sincerity, confidence, calmness, friendliness, and simplicity. Kamaruddin (2017) reveals that communicators need to have positive personality, characteristics, and manners, as well as sensitivity and sensibility which can make their audience feel welcome and comfortable. As Stiff and Mongeau (2016, p.4) argue, persuasive communicators must have the ability to deliver messages which can shape, reinforce, or change the responses of their receivers.

Effectiveness of persuasive communication mainly depends on communicators' characteristics. Tan (1991) suggests that the credibility of a communicator relies on their expertise, trustworthiness, and likability in the presence of the message recipients. In the same manner, Rakhmat (1998) notes that the effectiveness of communicators who carry out the task as a persuader depends on three factors, which are credibility, attraction, and power. Hopkins (2008) adds that the message conveyed by the communicator with good characteristics will influence the message recipients to change their attitudes. Most importantly, a communicator must also possess the power to lead the audience (Hasan, 2016).

In addition to the communicators' characteristics, communicators' awareness about the social system where communication takes place also influence the effectiveness of persuasive communication (Garna, 1991). This social system refers to a set of social orders which interacts with the norms, values, and cultural milieu in a society. As Nurrohimi and Anatan (2010) argue, powerful factors for effective communication consider reward-punishment system which underlies most social system.

Apart from the persuader factors, the essence of the message also determines the level of effectiveness in achieving the goal of persuasive communication. Communication messages serve as the piece of information which a communicator sends to be understood by a recipient. Messages can come in the form of words, gestures, tone of voice, facial expressions, and so on (O'Keefe & Shepherd, 1987). In persuasive communication, messages play an important role in which the content may or may not change attitudes of the recipients (Liliweri, 2011). Liliweri (2011) mentions in her study that the power of messages is an integral part of persuasive communication because it can determine the level of success and failure. Not only the essence, but the organization of message is also important.

Most ineffective communication occurs because the communicators pay little attention to the art of using good language. The use of good language substantially supports the success of message delivery, be it in a conversation, debate, lecture, or speech (Rachman, 2013; Baccarani & Bonfanti, 2015; Garna, 1991). Messages in persuasive communication serve as the main stimuli for attaining changes of attitude and opinion (Applbaum & Anatol, 2000). Persuasive messages need to be organized in an appropriate manner. Usually, rational and emotional appeals in messages can give a deep impression to the recipients (Yusnita & Matindas, 2015; Rakhmat, 1998).

Good communicational messages can be signified with several indicators. According to Sastropoetro (2000), the right messages for effective communication are designed to generate attention and understanding of both communicators and communicants. Such understanding emerges when both sender and recipient can encode and decode the symbols. A communicational message would be effective if it meets what communicants need to understand as well as fit well with the situation and conditions. Berger and Chaffe (1987) suggest that successfully delivered messages rely on three elements of the message: demand, warranty, and information. Demand refers to a statement about what communicators want their communication partners to think and do. Warranty can be defined as a statement that reinforces communicants to find benefit from the communication process while information represents data and verification that can be used to strengthen demands and guarantees. In message organization, information should draw the recipients to attention, reinforce need, offer satisfaction, comes in visualization, and cause action (Rakhmat, 1998).

Apart from communicator and message, persuasive communication also depends on the function of channel. A channel serves as a medium in which messages flow from a persuader to a persuadee, from a source to a recipient. After encoding a message, a communicator will deliver messages via mediums that are most reachable and accessible by the recipients, whether using written, oral, or electronic channels (Suprpto, 2009; Hadjana, 2003). Relevant to this view, Morris (2015) mentions that to persuade audiences, many companies have turned to cheaper internet-based communication channels that can reach the target audience quicker.

Conceptually, persuasive communication has a close connection to cognitive psychology. As this particular study discusses persuasive communication in the contexts of communicating with street children, it is understood that the communication process must consider the psychological states of the children. Essentially, the theory of cognitive psychology focuses on efforts to explain how human's attitudes and behaviours emerge as responses to a stimulus. This theory doubts that human sensing, through direct experience, can provide the truth. It is doubtful that human knowledge is fully shaped by the environment. Theorists have concluded that human's mind is the main tool of knowledge, not the means of sense alone. The mind can actively interpret an experience by creating, organizing, interpreting, distorting, and seeking meaning. Zamroni (1992) explains that cognitive psychology sheds light on an idea that one's attitudes and behaviours depend on how she or he interprets social situations.

RESEARCH METHODS

This research employs a qualitative approach to an evaluation study on factors causing failure in persuasive communication in the process of mentoring street children in a shelter at the city of Yogyakarta, Indonesia. Evaluation is considered relevant to this study because, as some literatures (Sanders & Sullins, 2006; Cullingford, 1997; Mardapi, 2007; Ebel & Frisbie, 1986; Johnson & Christensen, 2008) suggest, it can serve as a method to evaluate whether or not a program has been implemented in accordance with the intended objectives as well as to assess the level of success or failure of the program. Eventually, evaluation can produce information which can be used to suggest the right alternatives in decision making for future programs.

The evaluation model used in this study is discrepancy evaluation (Provus, 1971) to gather information about compatibility between the implementation of a program and its intended goals. The focus of this evaluation is to find the gaps between the goals and the real situation of persuasive communication program in the vent of mentoring street children. The identified gaps in communication elements will represent criteria of failure in the implementation of the program.

The evaluation in the case of this study focuses on the efforts to discover faults in ideal characteristics of a credible communicator, message appeals, and the characteristics of the message recipients. As Stark and Thomas (1994) suggests that *evaluation is the assessment of congruence between performance and objectives or some standard to determine whether discrepancies existed*. Apart from that, this kind of evaluation is expected to identify several shortcomings in the implementation of persuasive communication performed by social workers who work with underprivileged children.

The research data presented in this article were gathered through observation and interviews with several social workers in *Rumah Singgah Anak Mandiri*, one of the most visited shelters in Yogyakarta. The data collection took place four times in April and May 2017, involving five social workers. The brief information about the informants can be seen in Table 1. The information gathered from the interviews were supported by the results of participant observation in the field. Eventually, the data were analysed interactively through four steps: data collection, data reduction, data display, dan drawing conclusion/verification (Miles & Huberman, 1992).

Table 1: The study informants' identities

Informant	Age	Sex
1	42	Male
2	39	Male
3	44	Male
4	33	Male
5	38	Female

RESEARCH FINDINGS

The research finds that the failure in persuasive communication performed by social workers in the shelter *Rumah Singgah Anak Mandiri* are influenced by three main factors: persuader, message, and persuadee. In terms of the persuader, the shortcomings occur due to the difference between the ideal credibility of the social workers and their performance when on duty. It goes the same with the message and the persuadee. The real situations in the field are irrelevant with the ideal ideas about how message appeals and persuadee should be. Each factor is discussed separately below.

The Failure Factors of Communication: Components of Communicators

The communicators in this article referes to selected social workers who performed persuasive communication for the purpose of assisting street children in the shelter *Rumah Singgah Anak Mandiri*, Yogyakarta. Essentially, communicators play an important role in the process of communication through which they can influence their communicant. However, their ability to influence depends on their personal characteristics. Rakhmat (1998) notes that when someone communicates, his or her attitudes and behaviours determine how the communication works. The data of this study shows that two components of communicators that contribute to failure factors of persuasive communication include low level of credibility and lack of power among the social workers.

A communicator's credibility covers the elements of capability, trustworthiness, and likeability (Tan, 1991). Ideally, a communicator must possess a capability to provide solutions to the street children under her or his care. In reality, they are ignorant of the right alternatives that the children can take to deal with their problems. This shows how low their capability in which becomes a shortcoming in the communication and mentoring sessions. The low capability of a communicator to provide needed information to the street children mainly contributes to the failure factors of persuasive communication. The underprivileged kids expect some advice pertaining to their ways of living, but the social workers have little to no clue to

what the kids are expecting. In fact, their assistance cannot satisfy the children because somehow, they have little knowledge about what the children are dealing with exactly. As informant 3 and 4 argue,

... when the street kids consult about their problem or ask about several questions with me, I often find myself unable to provide the right answers or piece of advice to them. I feel awkward, confused, nervous, anxious, and unconfident. I cannot control my emotion. I think they are disappointed with me (Informant 3, interview, 8 April 2017).

Their (the kids') problems are very complex. I do not have the right capacity to assist them. In fact, I am always left blank and confused because I cannot think of the best solution to their problems. But, I always learn and learn so that I have more information about their problems and can give the right advice that they can accept (Informant 4, interview, 8 April 2017).

Realising that they have unfitting capacity, the social workers become less confident, afraid to take action, and worried about how the children think of them. When they feel unconfident, they will be hesitant to plan mentoring sessions with the kids. According to the study of educational theories, a person's skills and expertise can only be enhanced by accessing information from various learning sources and enhancing experience in the field (Hopkins, 2008).

Apart from the low capability in assisting street children, the social workers also show lack of communication power. Communication power for a communicator can serve as an ability to control audience. Communicators who have power of communication will be able to influence communicants better than those who do not (Hasan, 2016). From the interview, it is identified that the social workers lack control in the communication with the street children. They are afraid to tell the children to stay focus during mentoring process. A statement from the informant 2 supports this argument.

The kids always give me an attitude. They undermine my capacity as a mentor. They do not want to listen to me, but I am unable to tell them off. I cannot control them to always listen to and follow my instructions. Whenever I remind them to stay focus, they just ignore me. I can do nothing but being patient (Informant 2, interview, 16 April 2017).

Lack of power makes the communicators unable to control the communicants. They cannot force their mentees to concentrate during mentoring process. They even feel that the children show little respect to them.

... one of the reason I miss the chance to present good communication atmosphere is because I have no power to discipline them. Unlike teachers (who) can tell their students off to pay attention to the lesson, I am unable to do so. (In schools) teachers can give a warning or punishment if the students do not pay attention (to the class). They can also assess them with scores. I could only give them compliments (Informant 3, interview, 16 April 2017).

Lack of power leads to inability to administer a process of communication. Nurrohim and Anatan (2010) argue that power deficiency in communication include authority to give rewards and punishments. The informants in this study feel that they have no power because they are unable to implement reward-punishment system in the event of assisting and mentoring street children.

The Failure Factors of Communication: Components of Message

Message serves as one of integral parts of communication process. Effective communication occurs when message can be delivered well and can be understood by the communicants. Liliweri (2011) argues that failures in communication partially happen due to undermined power of message. In the context of this study, failure factors of communication in terms of message components are related to message organization and the types of message appeals used by the social workers when communicating with street children.

Basically, communication message formed in an organized order can help a communicator to influence a communicant better and can lead to operating attitude and behavioural changes (Romli, 2014). This particular study indicates that failure factors of persuasive communication happens due to communicators' lack of the ability to organize message in a good structure from an introduction to summary. The statement from an informant emphasizes this argument.

Often, I am unable to think about the right order of my words (to the street children). I cannot tell which one is the preamble, a statement, a question, an argument, persuasion, or a summary. Maybe I speak in unorganized way. I prefer speak straight to the point (Informant 4, interview, 16 April 2017).

Message organization is not the only challenge faced by the social workers in communicating with street children during mentoring sessions. Their inability to produce the right message appeals also contributes to the failure in the communication process. Essentially, message appeals come in form of rational appeal, emotional appeal, fear appeal, reward appeal, and motivational appeal (Rakhmat, 1998). The results from this observation shows that the street children under the care of the social workers always pay little attention when the workers talk to them. The workers do not really consider a way to draw the children's attention to them using interesting communication message. As the results, the kids ignore their existence. According to the interviewed workers, their inability to produce the right message appeals most probably due to gaps in several aspects of life between the children under the care and them.

The difference in educational, economic, and cultural background among the (street) children) become a barrier to create the right message appeal. Rational appeal is not relevant to the street kids who has lower education and thinking skills (Informant 1, interview, 16 April 2017).

Choosing the right message appeal will increase the chance for the message to be well received and understood, and eventually lead to affecting attitude and behavior changes of the communicants. Hapsari (2013) explains that techniques of encoding messages contribute to the level of success or failure in persuasive communication.

The Failure Factors of Communication: Components of Communicants

The success rate of persuasive communication can be seen by looking at its impact on attitude changes of the communicants. The results from the interviews show that one of the failure factors in persuasive communication is the communicants' characteristics per se. Specifically, the differences in socio-cultural background among the street children hinder the effectiveness of the persuasive communication in the event of mentoring.

The diverse socio-cultural backgrounds among the street kids complicate me to adapt with them. For example, they like to use current popular slangs that they use among themselves which sound alien to me (Informant 3, interview, 16 April 2017).

Sanjaya (2013) argues that one of the failure factors in persuasive communication is the cultural gap between the communicators and communicants. Specifically, the difference in cultural lifestyles and languages contribute more in the shortcomings. Diversity of ethnic groups, culture, and language somehow can cause misunderstanding in the process of encoding and decoding message and symbols of communication. Mulyana and Rakhmat (1990) point out that dissimilarity of socio-cultural background substantially affects effectiveness of persuasive communication.

DISCUSSION AND CONCLUSION

Based on the evaluation, the failure factors in persuasive communication performed by the social workers in assisting street children at *Rumah Singgah Anak Mandiri* shelter in Yogyakarta include components of communicator, message, and communicant. The factors pertaining to the communicators are the social workers' low capability in assisting the underprivileged kids and lack of power to supervise them. From the observation, the workers with low capability look unconfident, stuttering, confused, nervous, and feel anxious that they cannot perform well and end up disappointing the children under their care. The findings from this study support the theory of persuasive instrumental theory proposed by Hovland, Janis and Kelley (1983). This theory explains that persuasive communication refers to a process in which a communicator sends and forwards stimuli to invoke attitude changes of the communicant through persuasion. The low capability of the communicators will definitely lower their credibility in the eyes of the communicant which leads to ineffective persuasive communication.

The findings of research about the low capability of the social workers in delivering persuasive communication contributes to the failure factors. This is relevant to Tan (1991) who points out that the success of persuasive communication essentially is influenced by communicators' characteristics which is indicated by the level of credibility and expertise. In this way, it can be argued that in order to perform their duties properly, the social workers need to possess the capacity and skills as a persuader. Social workers as communicators deal with street children whose personality traits differ from children in general. The characters of street children formed by the atmosphere of street life and the interaction of people who are in the streets. Therefore, it takes expertise and skills of a reliable communicators to understand the psychological characteristics of the street children.

The next factor that causes the failure in the persuasive communication as discussed in this article is the communicators' lack of power. This factor is indicated by the communicators' low capacity to manage and control the communication process during the mentoring process. Lack of power causes communicators to be unable to master the communicants. They cannot force their mentees to concentrate on interactions and appreciate them. This lack of power can be seen from the tendency of the street kids to ignore when the social workers talk to them and become inobedient when the workers ask them to do something. Apart from that, the lack of power is also felt by the informants in terms of their inability of using a reward-punishment system. Petty (2018) argues that power refers to "the extent to which the source can administer rewards or punishment". Power is shown to the extent to which resources can manage rewards or punishments. Low power can be a factor that causes communication failure.

Based on the persuasive instrumental theory, the empirical data about the low capability of social workers to assist street kids shows that communicators' characteristics play an important role in persuasive communication. This is because the communicator is an integral part of communication process. Tubbs and Moss (2001) have pointed out that effectiveness in communication relies highly on how communicators present their credibility in front of the communicants.

In terms of the component of message, there are two factors causing the failure of persuasive communication between the social workers and street children in the shelter. The inability of the workers to organize their communication messages and to produce the right message appeals contributes to the failure. Organization of message requires the communicators to arrange information in a systematic order so that the message can be easily received and understood by the recipients. When this organization of message is not done well, the recipient will not find the message interesting enough to pay attention to. Eventually, the communication process fails to influence the communicants to do what the communicators wish and cannot lead to attitude change of the communicants. Tubbs and Moss (2001) explain that the success of the communication process relies on the sequence of the message production, involving the elements of attention, need, satisfaction, visualisation, and action.

Regarding street children, experts say that they are really sensitive about the presence of people from out-groups. Therefore, as an attending mentor, a social worker needs to introduce themselves to make them feel welcome and open to better interaction and communication. After the kids accept them, the workers can easily work on their duty as a mentor and persuader. This is relevant to Berger and Chaffe (1987) who note that a

communicator needs to begin communication with a question convincing the communicants that they can benefit from the interaction.

Apart from message organization, the message appeal also plays an important role in persuasion and such an important element is absent from the communication performed by the social workers in assisting the street workers. The wrong choice of message appeal can cause ineffective communication and failed persuasion. Empirically, rational appeals that are used by the workers are not suitable for communicating with the street children who typically have low levels of education and thinking skills. This is relevant to the findings of the study done by Yusnita, Saleh and Matindas (2015) who suggest that a persuasive message needs to be organized fitting the communicant's way of thinking. Hovland, Janis and Kelley (1983) suggest two types of message appeals: explicit and implicit. The former refers to when social workers express the message and summary in a clear way, while the latter can be understood as the essence of the message that is expressed in an implicit way.

Some of theories suggest that a communication message needs to be organized in a systematic manner. Rakhmat (1998) points out that persuasive messages need to be structured to fit several elements: *attention, need, satisfaction, visualization, dan action*. In this way, it can be argued that in the early process of persuasion, the message must be created in a creative way to attract interest from the communicants.

Apart from communicator and message factors, the cause of the failure in persuasive communication in the context of this study is also related to the component of the communicant. The interview results show that the diversity of socio-cultural background among the street children hinder the workers to adapt to them. Consequently, the workers cannot choose the right message appeal that is suitable to each of the children under their care. Sanjaya (2013) suggests that one of the factors contributing to the failure in persuasive communication include culture and language. Mulyana and Rakhmat (1990) point out that the differences in socio-culture can affect the effectiveness of persuasive communication.

Hovland, Janis and Kelley (1983) have stressed that persuasion can help people to influence other people toward attitude change. Attitude changes become the indicator of an effective and successful communication process. The conceptual approach of persuasion explains that human attitudes and behaviours respond to the presence of stimuli. The attitudes are also influenced by aspects of attention, understanding, and acceptance. Mar'at (1984) stresses that response depends on the weight of the stimuli, the credible source, and the ways of message delivery in communication.

As a conclusion, this article would like to suggest a few recommendations. First, in assisting street children, social workers can choose alternatives of coercive communication if persuasive communication does not work. Second, it is important to choose social workers who can work affectionately with children so that the children can accept them well. Third, the social workers also need to gain more experience in working with underprivileged children and youth to increase their capability and credibility as a mentor to street kids. It is hoped that the authorities who are in control of the department of social service can take those three recommendations into account to deliver better assistance to street children in the future.

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