

Child 'streetism' through Kinaesthetics

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ARTICLE INFO	ABSTRACT
<p><i>Article history:</i> Received July 06, 2023 Received in revised form Aug. 08, 2023 Accepted Nov. 20, 2023 Available online December 01, 2023</p> <p><i>Keywords:</i> Art, Children, Creativity, Kineasthetics, Streetism</p>	<p><i>The term child 'streetism' refer to a group of children that has emerged as a result of rapid technological development that led to the migration of people from rural areas to cities. However, due to various other factors that thwart efforts to improve their lives, a class of street children is emerging. This paper examines the children living on the streets in Malaysia. They are subjected to multiple forms of abuse, neglect and often engage in informal economic activities to survive. Children basic needs can be effectively met through empowerment and holistic approaches that utilize art and creativity. Such approaches recognize that children's well-being is linked to various aspects of their lives, such as physical, emotional and social. Arts and creativity provide street children with a safe space for self-expression, increase self confidence and self-esteem, develop life skills, and create alternative income opportunities. In addition, arts and creativity-based interventions have been shown to promote positive mental health outcomes, improve social inclusion and reduce stigma among street children. This study draws on several perspectives on the issue of child 'streetism' in Malaysia. However, the mandatory focus is about analysing the empowerment and holistic approach to children's 'streetism' via art and creativity in education to help children realize their full potential and overcome their obstacles. Interviews, and thematic analysis will be conducted to obtain a collective opinion and gather more information on the research topic. Arts and creativity via education can play an important role in addressing the challenges faced by children living in the streets, by providing opportunities for self-expression, skill development, social inclusion, trauma recovery, advocacy and especially education. Ultimately, by incorporating Kinaesthetic Learning methods via arts and creativity can empower them, promote their well-being and contribute to their holistic development which can be effective strategies to foster the resilience of the street children and help them to build a better future.</i></p>
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Introduction

'Streetism' is a growing phenomenon affecting children in Malaysia, particularly in urban areas. Child 'streetism' which also known as children of the streets, refers to the children who are forced to live and work on the streets due to various reasons such as poverty, family breakdown, abuse and

neglect (Molahlehi 2014). All in all, it refers to the situation where children are living on the streets without any permanent home or family support. These children often resort to begging, stealing and engaging in other forms of anti-social behaviour to survive. Infants to 18-years-olds who live on the streets often have a variety of serious social issues to deal with. The challenges that they have to go through are evident in the

cases of children with undocumented birth certificate (Ibrahim Bajunid, Aliaas, and Abdullah 2018). The lack of documentation excludes them from receiving social benefits from the relevant authorities as they are not recorded as registered citizen (Singh 2007). Art and creativity play a crucial role in addressing the issues faced by children of the streets. Art can be a powerful tool for engaging children, building their confidence and helping them to express their thoughts and emotions in a healthy way. It also provides a safe space for self-expression, increase self-confidence and self-esteem, develop life skills and create alternative income opportunities. Kinaesthetic learning initiatives were found to be restricted to extracurricular activities that are typically related to and offered in many conventional schools (Pica 2009). It comprises diverse branches of elements and aspects. Nevertheless, this research specifically focuses on the connection between arts and creativity within the domain of kinaesthetic learning. Activities like singing, dancing, storytelling and poetry reading results in quicker response and understanding of the elements and competencies of a certain subject discipline (Ibrahim Bajunid, Aliaas, and Abdullah 2018). Especially in arts and creativity, it enhances the children's ability to make decisions, and such activities produce a more intelligent and imaginative child and these interventions have been shown to promote positive mental outcomes, improve social inclusion and reduce stigma among street children.

This paper concentrates on the study of Arts and Creativity intervention proposal in education for street children in Malaysia (Ab Rahman and Mat Basir 2020). The main area of discussion is on (i) *the street children's basic needs, characteristics and holistic approach via arts and creativity in education especially in Kinaesthetic learning methods* and (ii) *how structured as well as thematic analysis that was conducted guides to led to a better learning environment through Kinaesthetic learning in education for the children of the street.*

Literatur review

Child 'streetism' emerged due to various factors that thwart efforts to improve their lives. Some of the factors that have contributed to child 'streetism' include poverty, family breakdown, lack of access to education, conflict and displacement, rapid urbanization and social

exclusion stigma (Endris and Sitota 2019). Street children often face numerous challenges, including exploitation, violence, and limited access to basic needs such as food, shelter, healthcare, clothing as well as protection and safety which usually provided by non-governmental organizations (NGO's) (Ibrahim Bajunid, Aliaas, and Abdullah 2018; Hamid, Ahmad, and Tahir 2018). Furthermore, since they lack of official credentials that establish their legitimacy, street children have difficulties with authorities. Due to this predicament, they are automatically denied access to basic social rights and advantages especially in education (Patt 2010). The lack of access to education will limits street children's opportunities for personal development and future employment (Loganathan et al. 2023). And without educational activities, the kids are left in the streets to fend for themselves with whatever hobbies they can find (Ibrahim Bajunid, Aliaas, and Abdullah 2018).

Characteristics of street children can vary depending on individual circumstances and cultural factors (Hajaty, Sihombing, and Ellisa 2023). In understanding the children characteristics and their engagement towards education environment, previous research found that there are areas in the human brain related in *human movement synchronization* (Thung and Ahmad 2022). Hannaford (1995), recorded that when more physical muscles are used in a learning process, the more brain power are generated (Saleh Al Rasheed and Hanafy 2023). This require an abstract yet conventional learning process to be able to grabbed the children's attention. Besides, arts and creative projects are known to facilitate interactions with other children, mentors and community members, promoting social inclusion and a sense of belonging. In regards of Kinaesthetic learning, which refers to one's movement sense and as a result, a kinaesthetic learner is essentially an individual who has the most effective learning process from movement-based or motion-oriented activities.

Analysing child 'streetism' issues require understanding of their basic needs and identifying effective approaches for empowerment and holistic support. Arts and creativity via education can play a significant role in addressing the challenges faced by children living on the streets by offering therapeutic outlet opportunities through self-expression which allowing them to

process emotions, heal from trauma and build resilience. Besides, by engaging in artistic activities, street children are exposed to new skills such as painting, music or dance which can foster their personal growth and increase their self-confidence. Empowerment on account of arts will also encourage street children to explore entrepreneurial skills and artistic talent which can generate alternative income through creative pursuits, reducing their dependency on the streets. Besides, by combining efforts to meet the basic needs of street children while empowering via arts and creativity, these can promote their well-being and contribute to their holistic development, which can be affective strategies to foster the resilience of the street children and help them to build a better future.

The United Nation's Sustainable Development Goals (SDGs) has several goals indirectly relate to the well-being and rights of homeless children (UNDP 2022). Some of the relevant SDGs and targets that can help improve the lives of child 'streetism' includes:

Goal 1: No poverty

Target 1.3: Implement social protection system to support those living in poverty including homeless children.

Goal 2: Zero hunger

Target 2.1: End hunger and ensure access to safe, nutritious and sufficient food for all, including homeless children.

Goal 3: Good health and well-being

Target 3.8: Achieve universal health coverage, including access to essential healthcare services for all, including homeless children.

Goal 4: Quality education

Target 4.1: Ensure that all girls and boys have access to free, equitable and quality primary and secondary education, including homeless children.

Target 4.4: Increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, entrepreneurship and sustainable livelihoods.

Goal 11: Sustainable cities and communities

Target 11.1: Ensure access for all to adequate, safe and affordable housing and basic services and upgrade slums, including homeless families with children.

Goal 16: Peace, justice and strong institutions.

Target 16.2: End abuse, exploitation, trafficking and all forms of violence and torture against children, including homeless children.

Source: The United Nation's Sustainable Development Goals (SDGs)

The SDGs goals and targets set by United Nations have a significant impact on improving the lives of homeless children obliquely. Ultimately, by addressing the root causes of homelessness such as poverty, inequality and lack of access to basic services, the SDGs aim to create a more inclusive and equitable society that benefits all individuals, including the homeless children. Kinaesthetic experiences and activities can contribute to addressing the challenges faced by homeless children in various ways. Particularly, Goal 1: No poverty; Kinaesthetic activities, such as vocational training programs or skill-building workshops, can equip homeless children with practical skills that enhance their employability and enable them to break the cycle of poverty. Goal 2: Zero hunger; Engaging homeless children in kinaesthetic activities like gardening, farming or cooking can promote sustainable food production, nutritional awareness and self-sufficiency. Goal 3: Good health and well-being; Physical activities, sports and exercises can improve the overall health and well being of homeless children, boosting their immune system and reducing the risk of illnesses. Goal 4: Quality education; Incorporating kinaesthetic learning methods into educational programs can enhance the engagement and retention of homeless children, making education more accessible and effective for them. Goal 11: Sustainable cities and communities; Creating safe spaces or shelters for homeless children that incorporate kinaesthetic elements, such as playgrounds or recreational areas, can contribute to their well-being, social development and sense of community. Lastly, Goal 16: Peace, justice and strong institutions; Kinaesthetic therapy or art-based activities can be utilized as a means to heal trauma, build resilience, and promote psychological well-being among homeless children who have experiences abuse, exploitation or violence.

While Kinaesthetic experiences alone may not directly solve the complex challenges faced by homeless children, incorporating such activities into broader programs and initiatives can contribute to their holistic development,

empowerment and social inclusion. It is important to remember that addressing the issue of homelessness requires a multifaceted approach involving various sectors and strategies.

Method

Interviews

Understanding the nuances and effectiveness of Kinaesthetic via arts and creativity in education requires a comprehensive methodology that incorporates diverse perspectives. Structured interviews were conducted with several known

homeless childcare in Malaysia which is an input for gathering insights from educators and tutors, as well as observation of the learning experience and to analyse the characteristics and outcomes of Kinaesthetic learning in both via arts-based and non-arts contexts. The information gathered from the *GracesList Malaysia's* website, where local emergency services, homeless shelters and social services contact details are provided (Ibrahim and Jarimal 2018). Out of the 20 sources assessed, only four were deemed relevant to the research, as they incorporate Kinaesthetic learning in the daily activities, albeit indirectly.

Table 1. Local services, homeless shelters and social services details

No	Childcare centre	Details	Categories
1	Shelter home for children “Our missions and goals are to rescue and protect children from the trauma of physical and sexual abuse”	<ul style="list-style-type: none"> No. 9, 1st Floor, Jalan Barat, 46200 Petaling Jaya, Selangor, Malaysia. (+603) – 79550663 http://www.shelterhome.org 	<ul style="list-style-type: none"> Youth shelters Childcare Education Meals Transportation
2	Global street mission “G.S.M. is a Shelter of Compassion, Care & Restoration for the destitute and homeless”	<ul style="list-style-type: none"> 38A & 40A (First Floor), Jalan Raja Laut, 50350 Kuala Lumpur, Malaysia (+603) – 62596490 https://www.globalstreetmission.org 	<ul style="list-style-type: none"> Emergency shelters Substance abuse Woman’s shelters Childcare Youth shelters Day shelters Overnight shelters Meals Counselling
3	Agathians shelters “Agathians shelter is a legally registered welfare home under the name: Pertubuhan kebajikan Agathians Malaysia”	<ul style="list-style-type: none"> No. 22, Jalan Kelah 8/6, Seksyen 8, Petaling Jaya, 46050, Selangor, Malaysia. (+603) – 79541680 http://www.agathians.org 	<ul style="list-style-type: none"> Childcare Youth shelters Meals Education Physical health Counselling
4	Salvation army Malaysia “The Salvation army in Malaysia is in the business of changing lives”	<ul style="list-style-type: none"> No. 26-1, Jalan Puteri 4/2, Bandar Puteri, Puchong, Puchong. (+603) – 80614929 http://www.salvationarmy.org/malaysia 	<ul style="list-style-type: none"> Childcare Day shelters Emergency shelters Meals Spiritual Youth shelters Education Counselling

Structured interviews were conducted to explore participants experiences and perspectives on Kinaesthetic learning. Participants shared their encounters and viewpoints on Kinaesthetic Learning in both arts-based and non-arts context, providing valuable insights into the benefits, challenges and personal preferences associated with each approach. This data shed light on the unique aspects of arts-based and non-arts activities that engage learners kinaesthetically. Additionally, participants reflected on the learning outcomes they experienced through

Kinaesthetic learning, including knowledge acquisition, skill development and overall understanding of the subject matter. These discussions facilitated the identification of patterns and differences in outcomes between arts-based and non-arts activities in the context of Kinaesthetic learning.

The emotional and aesthetic engagement of Kinaesthetic learning was also explored, with participants expressing their emotional responses and aesthetic appreciation when engaged in arts-based and non-arts activities. These conversations

provided insights into how each approach evoked different emotions and engaged learners on an aesthetic level. Moreover, the interviews delved into motivation and engagement, as participants discussed their levels of motivation and sustained involvement during Kinaesthetic learning experiences. Ultimately, by exploring factors that influenced motivation, researchers gained insights into the aspects of arts-based or non-arts activities that maintained learners' interest and involvement.

The structured interview questions include:

1. What role do you believe art and creativity can play in addressing the issue of child "streetism"?
2. How familiar are you with the concept of child "streetism" in Malaysia?
3. In your opinion, how does child "streetism" affect a child's overall well-being and development?
4. Have you come across any artistic initiatives or projects that aim to empower and support children affected by "streetism"? If yes please provide examples.
5. Are you familiar with Kinaesthetic learning activities?
6. Can you describe a specific Kinaesthetic learning experience you have had through arts-based activities with the homeless children?
7. Can you describe a specific Kinaesthetic learning experience you had through non-arts activities the homeless children?
8. How do you feel Kinaesthetic learning through both aspects contributed to your knowledge of acquisition with the homeless children?
9. What factors enhance the motivation and engagement of the street children in Kinaesthetic learning through both aspects and its activities?
10. Do you think involving children in artistic activities can help them overcome the challenges associated with "streetism"?
11. How can art-based initiatives for child "streetism" be made more accessible and inclusive to children from diverse backgrounds and communities?
12. Are there any specific skills or qualities that you believe children can develop through engaging in artistic activities, which can help them transition out of "streetism"?
13. What additional resources or support do you think are necessary to further enhance the

impact of art and creativity in addressing child "streetism"?

Thematic analysis

Thematic analysis is a qualitative based research method such as interviews, case studies or personal narratives to identify and analyse recurring themes related to the experiences, challenges and needs of the street children. Qualitative data such as interview transcripts or personal narratives are produced to analyse and interpret the data to identify meaningful themes and patterns. The first step in thematic analysis is transcribing the interviews and organizing the observational notes, which allows researchers to immerse themselves in the data. Next, initial codes are generated to capture key ideas, concepts and experiences related to Kinaesthetic learning in arts-based and non-arts activities. These codes are then grouped together to form initial themes, which are refined through a process of review and reflection. Researches scrutinize the themes to ensure they accurately represent the data and explore potential relationships and sub-themes within each theme.

Additionally, to facilitate a comprehensive understanding of the data, researchers create a data chart or table to organize and summarize the information under each theme. This charting process aids in identifying patterns, researchers examine the data extracts associated with each theme, searching for supporting evidence and examples. This analysis helps uncover the nuances and intricacies of Kinaesthetic learning in arts-based and non-arts activities. Furthermore, pattern identification allows researchers to discern overarching patterns and trends, shedding light on the similarities and differences in Kinaesthetic learning experiences. The findings from the thematic analysis are then synthesized, integrating the themes and patterns to create a coherent and meaningful narrative. Finally, researches interpret the results, drawing insightful conclusions and reporting their findings in a clear and comprehensive manner. Thematic analysis provides a robust and rigorous approach to exploring Kinaesthetic learning, offering valuable insights into the characteristics, outcomes, and nuances of this learning process in both arts-based and non-arts contexts.

Result and discussions

The potential of Kinaesthetic learning in education

Kinaesthetic learning holds immense potential in education by recognizing the importance of physical engagement and movement in the learning process. This paragraph aims to explore the benefits and applications of Kinaesthetic learning, particularly for street children who require a unique approach to education. Kinaesthetic learning is an educational approach that emphasizes physical activity and hands-on experiences as integral components of the learning process. According to [Sánchez Sánchez \(2023\)](#), Kinaesthetic learning is considered a crucial treatment that intervenes in the phenomenological assets of a positive conception of mental health ([Panter-Brick 2002](#)). In this context of education, it plays a vital role in developing skills such as Kinaesthetic intelligence and “attunement”, particularly for street children who require tailored educational approaches ([Agustin et al. 2021](#)). Educators can incorporate a range of strategies and approaches to foster Kinaesthetic learning in the classroom. These include hands-on activities, experiential learning, physical movement, multi-sensory approaches, role-playing and cooperative learning. Such approaches create an inclusive and engaging environment, allowing street children to grasp abstract concepts, make connections, and deepen their understanding through tactile experiences.

Furthermore, Kinaesthetic learning caters to the needs of street children by providing a learning environment that resonates with their unique learning style. It empowers them to explore, discover and apply knowledge in a way that is meaningful and engaging. By engaging in Kinaesthetic learning activities, street children can develop their cognitive, physical and social-emotional skills, fostering edifying social relations and environments. Several theoretical frameworks support the effectiveness of Kinaesthetic learning in education. For example, the embodied cognition theory suggests that physical actions and movements enhance cognitive processes and facilitate learning. Additionally, the socio-cultural theory emphasizes the importance of hands-on experiences and social interaction in the learning process, aligning with the collaborative and

cooperative nature of Kinaesthetic learning. Ultimately, Kinaesthetic learning offers a promising approach in education, particularly for street children who require tailored educational strategies. By incorporating physical engagement, experiential learning and multi-sensory approaches, educators can create a more inclusive and effective learning environment. Kinaesthetic learning empowers street children to explore, discover and apply knowledge, fostering a deeper understanding and enhancing their overall educational experiences.

Arts and creativity as vehicles for Kinaesthetic learning in education

Kinaesthetic learning has gained recognition in the field of education as an effective teaching and learning style that emphasizes physical activity, movement and hands-on experiences. This paragraph explores the potential of incorporating arts and creativity through Kinaesthetic learning as a transformative approach, particularly for homeless children facing various challenges. Kinaesthetic learning emphasizes active engagement and physical involvement in the learning process. It recognizes that different learners have unique preferences and strengths, and for many individuals, including homeless children, Kinaesthetic learning can be particularly beneficial. It allows them to learn and express themselves through movement, touch and physical manipulation, fostering a deeper understanding and engagement with educational content. Arts and creativity serve as powerful tools within the framework of Kinaesthetic learning. Activities such as creating artwork, using hands-on materials, constructing models and engaging in expressive movements enable homeless children to actively explore and process knowledge. The act of making things with their hands and using art as a subject enhances their understanding and retention of information ([Saehana et al. 2021](#)).

To boot, by integrating arts and creativity into Kinaesthetic learning, a multi-sensory learning experience is created. Homeless children can engage their senses of touch, sight and even sound to absorb as well as process information. Making charts or posters for projects, for example, allows them to visually represent concepts and ideas, enhancing their understanding through a combination of visual and kinaesthetic experiences. Furthermore, engaging street children through artistic expression and creative

outlets provides them with a sense of empowerment and ownership over their education. Artistic activities offer opportunities for self-expression, promoting confidence and building a positive sense of identity. Besides, by incorporating arts and creativity into Kinaesthetic learning, educators can create a meaningful and empowering educational experience for homeless children. Ultimately, incorporating arts and creativity through Kinaesthetic Learning can be a transformative approach in education, particularly for homeless children. By allowing them to engage in artistic expression, hands-on activities and multi-sensory experiences, educators can create a learning environment that supports their unique needs and fosters a deeper understanding of educational content. This approach promotes empowerment, self-expression and meaningful educational experiences for homeless children, offering them a pathway to thrive academically and emotionally (Carrillo-López 2023).

Exploring the impact of Kinaesthetic learning:
A comparative analysis of Arts-based and Non-arts-based approaches in education.

Kinaesthetic learning, characterized by physical engagement and hands-on experiences, plays a crucial role in enhancing understanding and retention. This comparison examines the impacts of Kinaesthetic learning through arts-based and creative activities and non-arts activities, exploring their respective benefits and implications. Below are a simplified table of a comparison between the two stated factors.

Table 2. A comparative analysis of Arts-based and Non-arts-based approaches in education

No	Factors	Via arts and creativity based	Via Non-arts based
1	Physical engagement	/	/
2	Creative expression	/	
3	Multi-sensory experience	/	/
4	Emotional and aesthetic engagement	/	
5	Cognitive engagement	/	/
6	Social interactions	/	/
7	Personal expression and individuality	/	
8	Motivation and engagement	/	/

Strategies to enhance homeless children's engagement and interest in Kinaesthetic learning

Engaging homeless children in the learning process can be challenging due to their unique circumstances. However, Kinaesthetic learning provides a promising approach to capture their attention and increase their interest in education. This paragraph explores effective strategies to gain homeless children's attention and foster their interest in learning through kinaesthetic methods. One effective strategy is to incorporate hands-on activities that involve movement and physical manipulation. By organizing science experiments, art projects or building models, homeless children can actively engage in the learning process, making it more interactive and tangible. This kinaesthetic approach captures their attention and promotes deeper understanding of educational concepts. Besides, creating a safe and supportive learning environment is crucial for homeless children to feel comfortable and motivated to learn. Encouraging open communication, active participation and collaboration among students also fosters a sense of belonging and builds trust. When homeless children feel supported and valued, their interest in learning through kinaesthetic methods increases. Furthermore, to enhance homeless children's interest in Kinaesthetic learning, it is important to relate educational content to their real-world experiences. By using examples and scenarios that resonate with their lives, educators can make learning more relevant and meaningful. Moreover, establishing connections between their experiences and the subject matter fosters a sense of relevance and promotes active engagement.

Utilizing Kinaesthetic learning activities is another effective strategy. Engaging different senses such as touch, sight and hearing enhances homeless children's understanding and retention of information. Besides, by appealing to multiple senses, educators can make learning more engaging, memorable and enjoyable for homeless children. Next, offering choice and autonomy empowers homeless children and increases their motivation to engage in Kinaesthetic learning. Allowing them to select activities or topics that align with their interests and preferences gives them a sense of ownership over their learning. This autonomy fosters a greater sense of responsibility, engagement and intrinsic motivation to actively participate in Kinaesthetic learning experiences. Furthermore, recognizing and celebrating the achievements of homeless

children in Kinaesthetic learning activities is crucial for maintaining their interest and motivation. Besides, by highlighting their progress, efforts and creativity, it can boost their confidence and self-esteem as well as regularly acknowledging their accomplishments can also reinforces a positive learning experience and encourages continued engagement. Moreover, collaborating with local community organizations that support homeless children is a valuable strategy. By working together, educators can design and implement Kinaesthetic learning initiatives tailored to the specific needs and circumstances of homeless children. Partnering with organizations experienced in working with this population provides valuable insights and support to create effective and impactful learning experiences (Wickenden 2023).

Ultimately, engaging homeless children in learning through Kinaesthetic methods requires thoughtful strategies that address their unique circumstances. By incorporating hands-on activities, fostering a safe and supportive environment, connecting learning to real-world experiences, implementation of multi-sensory approaches, providing choice and autonomy, celebrating achievements and collaborating with community organizations, educators can effectively capture homeless children's attention and enhance their interest in Kinaesthetic learning (Carrillo-López 2023). Besides, by tailoring educational experiences to their needs, interest and challenges, we can create an inclusive and empowering learning environment for homeless children.

Conclusion

This research paper has explored the potential of arts and creativity, particularly through Kinaesthetic learning, to address the challenges faced by children living on the streets in Malaysia. Besides, by recognizing the multiple forms of abuse, neglect and economic hardships experienced by these children, it is crucial to adopt an empowerment and holistic approach to meet their basic needs and support their overall well-being. Arts and creativity offer a transformative avenue for self-expression, skill development, social inclusion, trauma recovery and education. Furthermore, through interviews and thematic analysis, this study aims to gather

collective opinions and insights on the empowerment and holistic approach to addressing "streetism" through art and creativity especially in education. The findings will contribute to a better understanding of the potential impact of arts-based interventions on homeless children's resilience, personal growth and educational outcomes.

Art and creativity provide a safe space for self-expression, increase self-confidence and self-esteem and create alternative income opportunities. Arts and creativity-based interventions however, have been shown to promote positive mental health outcomes, improve social inclusion and reduce stigma among street children. By incorporating Kinaesthetic learning, which emphasizes movement-based activities, children's engagement and understanding of educational content can be enhanced (Pica 2009). Moreover, incorporating arts and creativity in education requires understanding the unique characteristics and needs of street children. By offering therapeutic outlets and skill-building opportunities, educators can provide avenues for emotional healing, personal growth and the development of entrepreneurial skills. Additionally, by addressing their basic needs and empowering them through arts and creativity, a comprehensive and holistic support system can be established to foster their resilience and improve their future prospects.

Ultimately, the integration of arts and creativity through Kinaesthetic learning holds great potential to create a transformative educational environment for homeless children. By tailoring educational experiences to their unique circumstances, interests and challenges, educators can capture their attention, enhance their interest and provide them with meaningful and empowering learning opportunities. Besides, by adopting strategies such as hands-on activities, a supportive environment, real-world connections, multi-sensory approaches, choices and autonomy, celebration of achievements, educators can create an inclusive and impactful learning environment for homeless children. This research contributes to the body of knowledge on addressing "streetism" and highlights the potential of arts and creativity in education as a means to empower homeless children and support their holistic development. By acknowledging their strengths, providing opportunities for self-expression and skill development, and fostering a

sense of belonging, homeless children can overcome their obstacles and build a brighter future. In a nut shell, the findings of this study can guide educators, policymakers and community organizations in developing effective strategies to support and empower homeless children through arts and creativity in education.

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Author(s) contribution

Sayidah Ramdhan Ibrahim contributed to the research concepts preparation, methodologies, investigations, data analysis, visualization, articles drafting and revisions.

Syarmila Hany Haron contribute to the research concepts preparation and literature reviews, data analysis, of article drafts preparation and validation.