

Family Development Session Pendidikan Education and Training in Efforts to Increase Mentoring Capacity for the Social Assistance of the Hope Family Program in Bandung Regency

Rosma Sandratika¹, Santoso Tri Raharjo², Risna Resnawaty³

^{1,2,3}Universitas Padjajaran, Indonesia

rosma.sandratika@gmail.com, santoso.tri.raharjo@unpad.ac.id, risna.resnawaty@unpad.ac.id

Abstract

The Family Hope Program (PKH) is a conditional assistance given to someone who is poor and vulnerable to poverty which has an education component, a health component and a social welfare component. The PKH Beneficiary Family (KPM) is accompanied by a social assistant. One form of assistance is the existence of a Family Development Session (FDS) which aims to change the behavior of beneficiary families and encourage KPM to leave PKH. In conducting FDS, social assistants are required to have special knowledge, skills and attitudes so that the implementation of FDS is successful and has an impact as targeted. The knowledge, skills and attitudes of social assistants in this FDS activity are obtained through education and training activities. The purpose of this study is to describe FDS education and training in an effort to increase the capacity of mentoring for PKH social assistants in Bandung Regency. This study uses a descriptive qualitative approach. Data sources come from primary and secondary data sources. Data collection techniques used observation, in-depth interviews, focus group discussions and documentation studies. The results showed that in FDS education and training for PKH social assistants in Bandung Regency

Keywords

education and training; staff development; family development session; social assistance; family hope program



I. Introduction

The phenomenon of poverty and the trap of poverty is a social reality that cannot be understood without exploring the phenomenon itself. The focus of this dissertation study is to look at the phenomenon of poverty that occurred in Seberang Village with the subject of research is fishermen's family. The phenomenon of poverty that is reflected in the poverty trap that ensnares the society of opposite the fishing village deserves to be explored in depth. (Amal, B. 2018).

The phenomenon of poverty is an interesting thing to study, this is because in any society and even in developed countries, the phenomenon of poverty is always there. The level of poverty in a country is also an indicator of the country's welfare. According to data from the Central Statistics Agency, in March 2018, the number of poor people (people with monthly per capita expenditures below the Poverty Line) in Indonesia reached 25.95 million people. In this case, the poverty rate in Indonesia in 2018 was 9.82% (Ishatono et al, 2016; Poluakan et al, 2020). Compared to conditions in 2017, this figure shows a reduction of 633.2 thousand people, where in 2017, the number of poor people in Indonesia was 26.58 million people or around 10.12% (BPS. 2018; Susiana, 2019).

The reduction in the poverty rate is basically inseparable from the various poverty alleviation policies that have been carried out by the government. One of the poverty alleviation programs is the Family Hope Social Assistance Program (PKH) which is issued directly by the Ministry of Social Affairs of the Republic of Indonesia. According to the Regulation of the Minister of Social Affairs of the Republic of Indonesia Number 1 of 2018 concerning the Family Hope Program, what is meant by PKH is a program of providing conditional social assistance to poor and vulnerable families and/or someone who is registered in the integrated data of the poor handling program, processed by the Data and Information Center. Social Welfare and designated as PKH beneficiary families.

PKH social assistance is not only in the form of giving money but also the beneficiaries are accompanied by a social assistant. One form of assistance carried out by social assistants is the Family Development Session (FDS) which aims to change the behavior of beneficiary families. The Family Development Session or known as the Family Capacity Building Meeting (P2K2) is an effort to increase the capacity or ability of PKH beneficiary families in living their lives through the learning process. FDS activities are learning activities with various practical materials, namely health, education, economy, and family welfare (Amalia, 2018; Habibullah, 2019; Husein, Raharjo & Hidayat, 2021). Each material is summarized in a module with various successive sessions. The FDS module was developed directly by the Ministry of Social Affairs. FDS activities are carried out once a month with a duration of 2 hours. The facilitator in FDS activities is PKH assistant. Before conducting FDS facilitation, PKH facilitators must first attend FDS training with the aim that these PKH social facilitators have the knowledge, skills and attitudes that support the implementation of FDS in the field. So that the purpose of conducting FDS activities can be achieved properly (Suleman & Resnawaty, 2017; Cahyono, 2019). PKH facilitators must first attend FDS training with the aim that these PKH social facilitators have the knowledge, skills and attitudes that support the implementation of FDS in the field. So that the purpose of conducting FDS activities can be achieved properly (Suleman & Resnawaty, 2017; Cahyono, 2019). PKH facilitators must first attend FDS training with the aim that these PKH social facilitators have the knowledge, skills and attitudes that support the implementation of FDS in the field. So that the purpose of conducting FDS activities can be achieved properly (Suleman & Resnawaty, 2017; Cahyono, 2019).

One of the areas that implements FDS in the Family Hope Program is Bandung Regency. PKH in Bandung Regency started in 2007 and continues to this day. The implementation of PKH in Bandung Regency is under the direct coordination of the Bandung Regency Social Service. In implementing FDS, PKH social assistants in Bandung Regency are also provided with FDS education and training. Based on this background, this paper will try to examine FDS education and training in an effort to increase the capacity of mentoring for PKH social assistants in Bandung Regency.

II. Research Methods

This study uses a descriptive qualitative approach. Data sources come from primary and secondary data sources. Primary data was obtained from data collection activities using observation techniques, in-depth interviews and focus group discussions which were carried out directly to PKH Bandung Regency Human Resources starting from the Regency Coordinator, PKH Supervisor, PKH Social Assistance and PKH Beneficiary Families in Bandung Regency. Meanwhile, secondary data were obtained from documentation studies, both from various PKH reports in Bandung Regency and literature studies on previous research. The data obtained were processed through stages, data display, data reduction, analysis and drawing conclusions.

III. Results and Discussion

3.1. Overview of the Family Hope Program in Bandung Regency

According to data obtained from the Bandung Regency PPKH, the PKH program in Bandung Regency has been implemented from 2007 to the present. Initially only 4 sub-districts were accessed by PKH with 8 assistants. Based on Bandung Regency PPKH data, in February 2019 the number of PKH KPM in Bandung Regency reached 88,519 KPM which were divided into 3,504 groups spread throughout the Bandung Regency area. Meanwhile, the number of HR implementing PKH in Bandung Regency consists of 4 District Coordinators, 5 Supervisor Social Workers, 13 Database Administrators and 317 social assistants.

3.2. FDS Training Activities as Staff Development for PKH Social Facilitators

Family Development Session (FDS) or the capacity building meeting (p2k2) for the Family Hope Program of the Ministry of Social Affairs is a routine meeting that is held once a month. Family Development Session (FDS) or capacity building meeting (p2k2) in the form of education to beneficiary families (KPM) of the Ministry of Social Hope Family Program. Education for beneficiary families aims to provide knowledge on modules on parenting and child education at home, managing finances and business planning, child protection, health and nutrition, and social welfare. In addition, each module given to beneficiary families is used to change the way of thinking towards a better, healthier and smarter family mindset and attitude. Each module contains several session topics. Each session has a time allocation ranging from one hour to two hours. Providing education to beneficiary families (KPM) The Family Hope Program is occasionally inserted with educational games to eliminate boredom, seriousness for a moment.

FDS in the Family Hope Program has several goals. The objectives of the FDS include:

1. Increase practical knowledge about health, education, economy, and family welfare,
2. Increase awareness of rights and obligations as members of society,
3. Maintain and strengthen positive behavioral changes related to education, health, economy, and family welfare,
4. Improving the skills of parents in the fields of education, health, economy, and family welfare,
5. Increase the ability of participants to recognize the potential that exists in themselves and their environment so that they can be used in improving the welfare of families and communities.
6. Provide understanding to participants to find local potential so that they can be developed economically (Nainggolan & Susantyo, 2018; Muhtar, 2018; Sidiq & Maulida, 2021).

FDS activities in PKH are carried out by PKH social assistants. Before going into the field to provide FDS to KPM, every PKH social assistant is required to attend FDS training first. FDS training activities for PKH social assistants are part of staff development or staff development activities in the Organization of the Implementing Family Hope Program (PPKH). Staff development is the second operational function of personnel management after the staffing process. In this case, staff development needs to be carried out in a planned and sustainable manner so that the staff development process carried out can run well. Staff development is carried out with the aim of increasing the ability and knowledge of staff, such as technical skills, human skills, and managerial skills. This is also the goal of FDS Training for PKH social assistants, namely to improve these three aspects, especially in the implementation of family development sessions. In line with this, Skidmore (1995) states that staff development has several benefits, namely as follows:

“Staff development is important because it can help workers increase their knowledge and understanding of human behavior and social relationships, which puts them in a better position to help clients. Staff development can also provide increased understanding of professional attitudes; this, too, can make a difference. Perhaps most important, staff development can provide an opportunity for social workers, no matter how long they have been on the job, to stay abreast of developments in technique and methodology” (Skidmore, 1995)

One of the ways to develop staff for PKH social assistants is through FDS education and training activities. Citing Weinbach et al (1998) in Kettner related to the framework of thinking that explains the purpose, content, and process of a training, education (education) activity, and staff development, it is further explained as follows:

Characteristics of three types of continuing education			
Distinguishing Characteristic	Type of activity		
	Training	Education	Staff development
<i>Purposes</i>	<i>Socialization (orientation to the organization) standard of activities to meet a standard</i>	<i>Career advancement through advanced study (within context of the profession)</i>	<i>Acquiring and applying new knowledge (to increase professional competence in service delivery)</i>
<i>Content</i>	<i>Specific “how to” knowledge (application of policy to procedures)</i>	<i>Theoretical knowledge</i>	<i>Emerging knowledge and insights</i>
<i>Process</i>	<i>Instruction in and exposure to needed knowledge</i>	<i>Providing knowledge that is generalizable</i>	<i>Application of new knowledge to a problem situation</i>

In the implementation of FDS training for PKH social assistants, the three types/types of sustainable education have been carried out. In training activities, social assistants are given introduction and knowledge related to standard operating procedures in the implementation of FDS and how to practice them in the field. In the type of education, PKH social assistants are given an understanding of the theoretical basis in the implementation of FDS. While in the type of staff development, PKH social assistants are given the opportunity to apply the understanding and skills that have been obtained in the two previous types.

This FDS training activity is basically a step taken to provide knowledge, skills and attitudes that must be possessed by PKH social assistants in implementing FDS in the field. Through this activity, it is hoped that every PKH social assistant has knowledge, skills and attitudes that are evenly distributed between one social assistant and another. However, on the other hand, basically this cannot be obtained simply because based on data from the Bandung Regency PPKH (2019) PKH human resources in Bandung Regency have diverse educational backgrounds. The educational background of PKH HR in Bandung Regency is not only from Social Welfare and Social Work, but also from Education, ICT, Economics and even Engineering.

Based on this, basically the educational background of social assistants will affect the success rate of FDS carried out in the field. Mentors who have formal knowledge of social work will differ in their approach to individuals, groups and communities. In addition, he is also bound by a professional code of ethics, thus making him more careful when carrying out

social assistance activities. Thus, if the two interact actively, it will bring about a dynamic change. When we return to the core understanding of mentoring, namely the occurrence of a creative change process carried out by the facilitators in a planned and sustainable manner.

The social assistants in the Implementing Family Hope Program (PPKH) Bandung Regency have a major role in supporting the achievement of KPM empowerment goals. Individual social assistants as part of the elements of social society have potential that can be developed to support successful empowerment. Local wisdom, cultural diversity, customs, beliefs, values, and norms that are believed by the community is one of the potentials that should not be forgotten by the companions. This is part of the means of approaching the intervention carried out

In relation to the FDS program, the insight and creativity of the companions are very much needed. As an effort to increase the capabilities and insights of the PKH facilitators, the Ministry of Social Affairs through the Lembang BBPPKS Center conducted FDS or P2K2 Training for 20 days consisting of 10 days of online training and 10 days of offline training. In the first 10 days, the facilitators had the opportunity to explore and learn self-taught about each FDS module. In this session, there are also pre-test and post-test to measure the achievement of companion learning. If declared to have passed the post-test, the companion has the right to continue to take part in the offline training held at BBPPKS Lembang for 10 days.

In offline FDS training, facilitators get a deeper understanding of each module that will be taught at KPM. In addition, there is also a simulation session so that the facilitators are familiar and understand better. There is also field practice to complement the training. After graduating from the FDS training both online and offline, PKH facilitators get a set of FDS teaching aids in the form of Flip Charts, Modules, Smart Books and others.

As of February 2019, in Bandung Regency there were 116 assistants who had attended FDS training or approximately 36.59% of the total number of Facilitators. This number is quite large compared to assistants in other regions whose percentages are still small in attending the training. The more facilitators who have participated in the FDS training, it is hoped that the quality of the FDS activities carried out will improve because they have gained an understanding of the methods, techniques, and strategies for implementing FDS, especially for facilitators who are not graduates of Social Work and Social Welfare. Meanwhile, for assistants who have not received training and have tools, it is feared that the implementation of FDS is still less than optimal or less effective, or maybe even unable to carry out FDS because of their limitations. The impact of the above is that KPM does not receive FDS material properly which also has an impact on home application, KPM has not been able to experience more positive behavior changes. However, this can also be circumvented by increasing discussions and meetings between facilitators that specifically share knowledge about FDS so that all facilitators have the same understanding of the modules to be taught.

In assessing the performance of assistants related to FDS, it can be seen from several components as follows:

1. FDS Implementation
2. Materials and methods of delivering materials
3. Companion's Attitude
4. Participated in all FDS Coaching attended at the Bandung Regency PPKH level.

With this assessment, we can see how the capacity or ability of the facilitators in the implementation of FDS is. The performance of the companions can be seen from the sincerity of their work, motivation to work as well as their work ethic. To facilitate the grouping of companions related to the FDS program, they are divided into three groups, namely Green, Grey, and Red. Green is a companion group that has been able to attend training and can

carry out FDS activities well, without the need for assistance from supervisors, which are 90 people (28.39%) (Rahardjo et al, 2020; Kaharuddin, 2021). While the Gray group of 212 people (66.88%) are mentors who still need assistance and reinforcement in implementing FDS (usually they have not received training but have received coaching from supervisors). The Red group is an assessment given to assistants who are in a group that really needs to be given very high intensity coaching. Because they have never received training or coaching from supervisors, the number is 15 people (4.73%). Performance improvement can be done by facilitators in order to realize the goal of changing behavior in all KPM PKH.

IV. Conclusion

The Family Hope Program (PKH) is a conditional assistance given to a poor and vulnerable person that has an education component, a health component and a social welfare component. The PKH Beneficiary Family (KPM) is accompanied by a social assistant. One form of assistance is the Family Development Session (FDS) conducted by PKH social assistants.

In conducting FDS, social assistants are required to have special knowledge, skills and attitudes so that FDS implementation is successful and has an impact in accordance with the target. The knowledge, skills and attitudes of social assistants in this FDS activity are obtained through education and training activities. This activity is part of staff development for PKH social assistants.

The educational background of social assistants will affect the success rate of FDS conducted in the field. Mentors who have formal knowledge of social work will differ in their approach to individuals, groups and communities. PKH Social Facilitators with social work or social work backgrounds are bound by a professional code of ethics, thus making them more careful when carrying out social assistance activities.

References

- Amal, B. (2018). The Exploring of Marxism Regarding The Poverty Sustainability in Kampung Nelayan Seberang, Belawan, Indonesia. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal)*. P.79-92.
- Amalia, A. D. (2018). Jejaring Sosial E-Warong Kube Pkh Dalam Upaya Penanganan Kemiskinan Kasus Pada E-Warong Cahaya Dini Kota Pekanbaru. *Sosio Informa*, 4(1).
- BPS. (2018). Persentase Penduduk Miskin Maret 2018 Turun Menjadi 9.82 Persen. Diunduh dari <https://www.bps.go.id/pressrelease/2018/07/16/1483/persentase-penduduk-miskin-maret-2018-turun-menjadi-9-82-persen.html>
- Cahyono, S. A. T. (2019). Kontribusi PKH Terhadap Kesejahteraan Keluarga Penerima Manfaat (KPM). *Jurnal Penelitian Kesejahteraan Sosial*, 17(4), 401-414.
- Data Profil PPKH Kabupaten Bandung Tahun 2019.
- Habibullah, H. (2019). Inklusi Keuangan Dan Penurunan Kemiskinan: Studi Penyaluran Bantuan Sosial Non Tunai. *Sosio Informa*, 5(1).
- Husein, A., Raharjo, S. T., & Hidayat, E. N. (2021). The Art Of Social Work In Indonesia. *Jurnal Ilmu Sosial Mamangan*, 10(1), 19-29.
- Ishatono, I., & Raharjo, S. T. (2016). Sustainable development goals (SDGs) dan pengentasan kemiskinan. *Share: Social Work Journal*, 6(2), 159.
- Kaharuddin, K. (2021). Penggunaan Media Komunikasi Pendamping Program Keluarga Harapan (PKH) dalam Family Development Session (FDS) untuk Peningkatan Kualitas

- Keluarga Penerima Manfaat di Samasundu Kabupaten Polewali Mandar (Doctoral dissertation, IAIN Parepare).
- Kettner, Peter M. 2002. *Achieving Excellence In The Management Of Human Service Organization*. Boston : Allyn & Bacon.
- Skidmore, Rex A. 1995. *Social Work Administration*. Allyn & Bacon.
- Muhtar, M. (2018). Pemenuhan Kebutuhan Dasar Keluarga Miskin Melalui Komplementaritas Progam Bantuan Sosial (Studi Kasus di Kabupaten Barito Kuala). *Sosio Konsepsia*, 7(3), 119-129.
- Nainggolan, T., & Susantyo, B. (2018). Upaya Percepatan Penanggulangan Kemiskinan Melalui Program Keluarga Harapan: Studi di Empat Daerah di Indonesia. *Sosio Konsepsia*, 7(1), 31-46.
- Peraturan Menteri Sosial Republik Indonesia Nomor 1 Tahun 2018 tentang Program Keluarga Harapan
- Poluakan, M. V., Raharjo, S. T., & Nurwati, N. (2020). Strengths-Perspective Sebagai Penguatan Dalam Pengembangan Kebijakan Sosial Pengentasan Kemiskinan Di Indonesia. *Sosio Informa*, 6(1).
- Putri, Ayu Tifani Kartika, Maruf, Farid. (). Pemberdayaan Masyarakat Miskin Melalui Program Keluarga Harapan. *Jurnal Mahasiswa Unesa*. Diunduh dari <http://jurnalmahasiswa.unesa.ac.id/index.php/publika/article/viewFile/13949/12736>.
- Rahardjo, B., Ediyono, S., & Putri, D. K. (2020). Implementasi Pemberdayaan Masyarakat Miskin melalui Family Development Session (FDS) pada Program Keluarga Harapan (PKH). *Jurnal Ilmu Kesehatan Masyarakat Berkala*, 2(2), 72-77.
- Rustiana, Ade. (2010). Efektivitas Pelatihan Bagi Peningkatan Kinerja Karyawan. *Jurnal Dinamika Manajemen*, Vol. 1, No. 2. 137-143.
- Sidiq, R. S. S., & Maulida, H. (2021). Exploring Health Disparities in Indigenous Akit Tribal Community in Riau Province. *MIMBAR: Jurnal Sosial dan Pembangunan*, 37(1).
- Skidmore, Rex Austin. (1995). *Social Work Administration: Dynamic Management and Human Relationships*. Allyn and Bacon.
- Suleman, S. A., & Resnawaty, R. (2017). Program Keluarga Harapan (PKH): Antara Perlindungan Sosial dan Pengentasan Kemiskinan. *Prosiding Penelitian Dan Pengabdian Kepada Masyarakat*, 4(1), 88-92.
- Susiana, S. (2019). Program Keluarga Harapan dan Penurunan Angka Kematian Ibu (Studi di Provinsi Jambi dan Provinsi Kalimantan Selatan). *Aspirasi: Jurnal Masalah-masalah Sosial*, 10(1), 19-31.
- Weinbach, R. W., Grinnell, R. M., Taylor, L. M., & Unrau, Y. A. (1998). *Applying research knowledge: A workbook for social work students*. Pearson College Division.