

Communication Model of Assistance of Village Owned Business Entity in Muna Barat District

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Abstract

This study aims to determine effective communication model for Bumdes assistance in West Muna district. The method used in this research is descriptive with a qualitative approach. The results of this study indicate that the communication of BUMDes Mentoring in West Muna Regency is carried out intensely, both between BUMDes Facilitators and BUMDes Management, Village Government and village communities. Communication Barriers BUMDes assistance was found to be generally physical, technical or geographical. An effective communication model in BUMdes Mentoring is found to be a model that applies the clarity of the communication process from the communicator, messages, media, communicants and the resulting effects. Therefore, the two-way discussion and dialogue model dominates the effective communication model in BUMDes Assistance.

Keywords

BUMDes; effective communication; Muna Barat



I. Introduction

Law No. 6 of 2014 concerning Villages has regulated that the development and empowerment of rural communities is pursued through mentoring efforts. Furthermore, through the Regulation of the Minister of Villages, Development of Underdeveloped Regions and Transmigration of the Republic of Indonesia Number 3 of 2015 concerning Village Assistance Article 1, it is stated that Village Assistance is an activity to carry out community empowerment actions through village assistance, organization, direction and facilitation. Mentoring is one of the important steps that need to be taken to accelerate the achievement of independence and community welfare. Community independence and welfare can be achieved through increasing knowledge, attitudes, skills, behavior, abilities, awareness and utilizing resources in accordance with the essence of the problem and priority needs of the village community.

Community assistance in the context of implementing the Village Law is in the realm of political learning. Therefore, it is no longer possible to have apolitical village assistance patterns as a matter of completing development project affairs. Village community assistance is a major part of the village community capacity building process. (Sumpeno, 2015) mentions that the core business of village community empowerment is strengthening the people as a social learning process, namely learning by capacity and learning by doing which are integrated into all development practices at the community level. Community empowerment is a variant of the process of reforming the political-economic order through a process of social transformation.

Village Facilitators have complex and dynamic tasks. Complex because it is in direct contact with the lower community, dealing with unique and diverse residents. Dynamic because they are required to always follow current developments and are ready to implement government policies whenever and wherever (Suradi & Mujiyadi, 2018). In

particular, the main tasks of village assistants as stated in the Regulation of the Ministry of Villages PDTT Number 3 of 2015 are described that the duties of village assistants are as follows: a) increase the capacity, effectiveness and accountability of government and village development; b) increasing the synergy of inter-sectoral village development programs; c) optimizing village local assets in an emancipatory manner.

BUMDes as a village-level private organization requires effective assistance so that the goals of BUMDes can be realized. The objectives of establishing BUM Desa, in accordance with the provisions of Article 3 Permendesa-PDT Number 4 of 2015 mentioned above, are: (a) improving the village economy; (b) optimizing village assets to be useful for village welfare; (c) increasing community efforts in managing the village's economic potential; (d) develop a business cooperation plan between villages and/or with third parties; (e) creating market opportunities and networks that support the public service needs of citizens; (f) create job opportunities; (g) improve the welfare of the community through the improvement of public services, growth and equitable distribution of the village economy; and (h) increasing village community income and village original income.

In order for the purpose of BUMDes to be realized properly, BUMDes assistance requires effective communication so that program messages can be understood and understood by BUMDes management. Effective communication (effective communications) is communication that is right on target, is effective, or achieves the goal of conveying a message (to inform), entertain (to entertain), or persuade (to persuade). Communication will be effective or not influenced by the quality of the elements of communication. Effective communication is supported by the presence of sources, messages, media, recipients, and effects, which are requirements for communication to occur (Effendi, 2009). BUMDes assistance is not something new in the context of social life. Its function as a factor capable of empowering has been carried out in the community for a long time (Fatony, 2017). BUMDes mentoring is not just a charitable activity but is a profession that requires the presence of three main elements, knowledge, skills and values. Therefore, it is interesting to study further regarding the communication of Bumdes assistance in Muna Barat Regency.

The purpose of this research is to find out and analyze:

- a. Communication for Bumdes assistance in Muna Barat district
- b. Factors that hinder the communication of Bumdes assistance in Muna Barat Regency
- c. Effective Communication Model for Bumdes assistance in Muna Barat Regency.

II. Review of Literature

2.1 Understanding Communication

Communication is the process of delivering messages by someone to other people to tell, change attitudes, opinions or behavior either directly orally or indirectly through the media. In this communication requires a reciprocal relationship between the delivery of messages and recipients namely communicators and communicants (Hasbullah, et al: 2018). Communication starts from ideas that exist in someone. The idea is processed into a message and sent through certain media to other people as recipients. The recipient receives the message, and after understanding the content of the message then responds and conveys his response to the sender of the message. By receiving a response from the recipient of the message, the sender of the message can assess the effectiveness of the message sent. Based on that response, the sender can find out whether the message is understood and the extent to which the message is understood by the person who is sent the

message. It can be concluded that the interest in interpersonal communication is driven by the fulfillment of needs that have not been or are not even owned. Every human being has a motive that drives him to try to fulfill his needs. Communication is what connects people. It is impossible for ordinary people to live as humans without communication. The more people are in a place, the more networks and communication lines that place has.

2.2 Communication Purpose

Communication Objectives There are four purposes or communication motives that need to be stated: (a). **Discovery** One of the main goals of communication involves self-discovery. (b). **To Connect** One of our most powerful motivations is to connect with others to nurture and nurture relationships with others. (c). **To Convince** In our daily interpersonal encounters we seek to change the attitudes and behavior of others. (d). **To Play** We use many of our communication behaviors to play and entertain ourselves.

2.3 Communication Barriers Mentoring

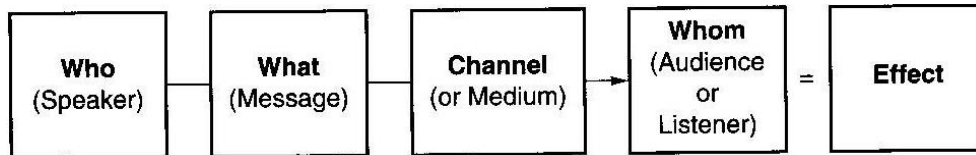
According to Effendi (2009) said that communication barriers consist of: (1). **Socio-anthro-psychological barriers**, socio-anthro-psychological barriers are barriers to the communication process in a situational context. This means that a communicator must properly consider the situation and conditions when communicating with the communicant. Especially in three aspects, namely sociological, anthropological and psychological barriers; (2). **Semantic barriers** refer to the previous barriers that emphasize the situational aspect and field conditions, meaning that they are closely related to the communicant, so the semantic barriers emphasize more on the communicator. Semantics is related to the language of communicators. For the sake of smooth communication a communicator must really pay attention to this semantic disorder, because wrong words or writing can lead to misunderstanding or misinterpretation which in turn can lead to miscommunication; (3). **Mechanical barriers**, mechanical barriers are obstacles caused by tools / mechanics that affect the quality of communication. We often encounter obstacles in this model, such as writing that is not clear enough to make it difficult to read, a voice that cannot be heard, differences in the quality of the mechanics used so that the device cannot code properly; and (4). **Ecological barriers**. The environment is very influential for the smooth process of communication, an unsupportive environment will worsen communication. For example, when we communicate in a crowded place, we will increase our voice so that the communicant clearly hears the message we convey, telephones on the highway which are noisy with the sound of vehicles are also relevant examples for this category. Social assistance activities are dominated by the communication process so that the potential for communication barriers is very high. Communication barriers in the social assistance process can come from the facilitator or the beneficiary. On the companion side, communication barriers can occur due to the lack of understanding of the facilitator on the focus of the activity, the low ability of the facilitator to communicate the program in a language that is easily understood by the beneficiaries, and the limited media that can be used in the social assistance process (Wijayaptri, 2015).

2.4 Effective Communication Model in Mentoring

BUMDes assistance certainly requires a communication process with different patterns or ways. The communication models are different from each other. What is meant by the communication model is a simple description of the communication process with other components. Some communication models are as follows:

a. Lasswell models

According to Harold Lasswell, "He uses five questions that need to be asked and answered in looking at the communication process, namely who (who), say what (says what), in which medium or in what medium, to whom (to whom), and with whom. what effect (what effect). If we look further at the purpose of Lasswell's model, it will be seen that what is meant by the question who (who) is referring to who is the person who takes the initiative to initiate communication. The initiator of this communication can be a person and can also be a group of people such as an organization or association.



Lasswell's Model.

Figure 1. Lasswell Communication Model (McQuail and Sven Windahl, 1981)

The second question is Say what (say what) or what is said. This question is related to the content of the communication or what is the message conveyed in the communication. The third question is to whom (to whom). This question means asking who is the audience or recipient of the communication. The fourth question is through what. What is meant by media are communication tools, such as speaking, body movements, eye contact, touch, radio, television, letters, books and pictures. What should be noted in this case is that not all media are suitable for a particular purpose. The last question of Lasweel's model is what is the effect of the communication. Questions about the effect of this communication can ask 2 things, namely what you want to achieve with the results of the communication and second, what people do as a result of the communication. However, keep in mind, that sometimes a person's behavior is not only caused by the result of communication but is also influenced by other factors.

b. Model Shannon Winner

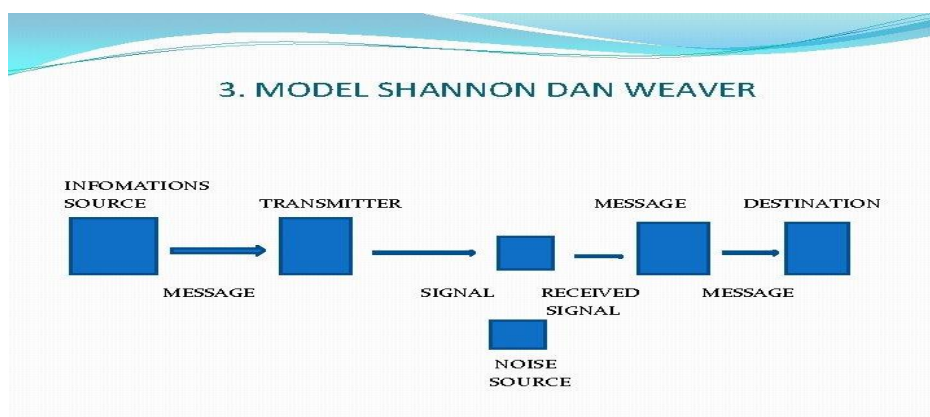


Figure 2. The Shannon Winner Model (McQuail and Sven Windahl, 1981)

c. Willbur Schramm model

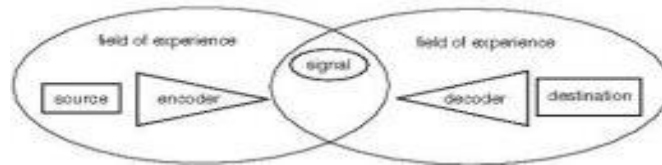


Figure 3. Willbur Schramm model (McQuail and Sven Windahl, 1981)

This model is the same as the previous models, namely showing a one-way and not two-way communication process. Because Schraumn realized the importance of feedback in communication, he finally refined this model into a two-way model. Feedback is important in the communication process because it will tell us how the message sent is interpreted by the recipient of the message. When the recipient of the message gives feedback to the sender, the recipient turns into the sender or source so that communication is no longer one-way but one loop. An individual can be viewed as the sender or recipient of the message.

d. Berlo models

Communication models are increasingly being developed, including the most famous model developed by David Berlo in 1960. The model only shows a one-way communication process and only consists of four components, namely source, message, channel and receiver. However, in each of these components there are a number of control factors. Factors skills, attitudes, knowledge, culture, and social systems from the source or person who sends the message are important factors in determining the content of the message, treatment or treatment and encoding of the message.

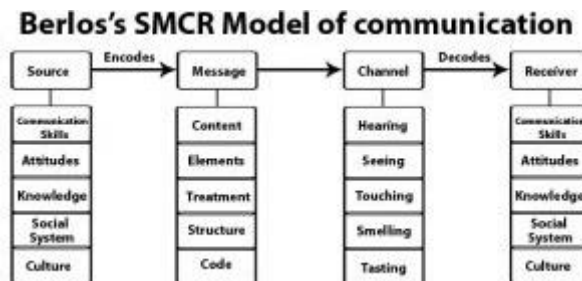


Figure 4. Berlo model (McQuail and Sven Windahl, 1981)

These factors also affect the recipient of the message in interpreting the content of the message sent. Channels that can be used in communication are sight, hearing, smell, taste and touch. Berlo's communication model in addition emphasizes the idea that meaning are in the people (meaning messages sent to people) who receive messages, not in the words of the message itself. In other words, it can be said that the interpretation of the message mainly depends on the meaning of the word or message that is interpreted by the sender or recipient of the message.

e. Seiler model William

This model provides a two-way communication model and is more universal. The model is as shown in

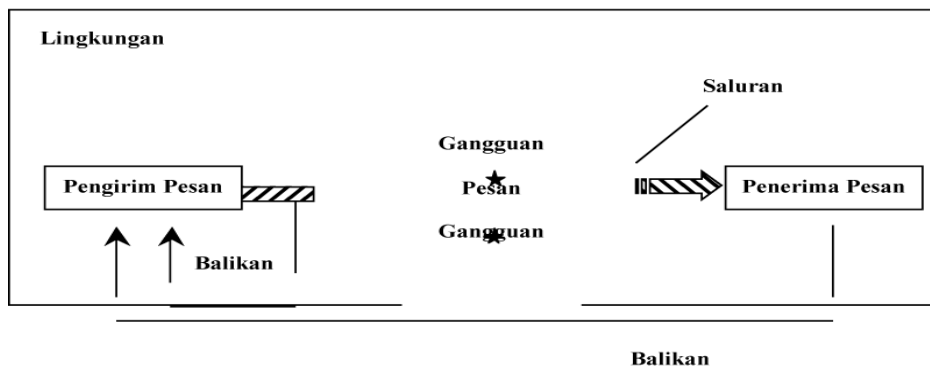


Figure 5. *Two-way Seiler Model (McQuail and Sven Windahl, 1981)*

This model also emphasizes that there are factors that influence the communication process. Among them described here are the background factors of the sender of the message and the recipient of the message. What is meant by the background is the things that exist in the individual who participate in the process of encoding messages and interpreting messages.

f. SR models

The Stimulus-Response (SR) model is the most basic communication model. This model is influenced by the discipline of psychology, especially the behavioristic one. The model describes the stimulus-response relationship.

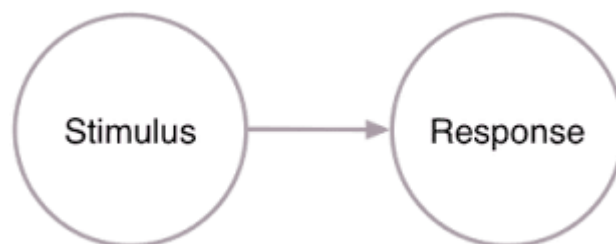


Figure 6. *SR Model (McQuail and Sven Windahl, 1981)*

This model shows communication as a very simple action-reaction process. When a man blinks at a woman, and the woman then blushes, or if I smile and then you smile back at me, that's a pattern of SR. So the SR model assumes that verbal words (spoken-written), nonverbal cues, pictures, and certain actions will stimulate others to respond in a certain way. This process can be reciprocal and have many effects. Each effect can change the next communication act. This SR pattern can be positive or negative. The SR model ignores communication as a process, especially with regard to human factors. Communication is considered as static, which assumes that humans always behave because of external forces (stimulus) not based on their will, desire or free will. This model is more suitable when applied to air temperature control systems rather than human behavior.

g. Aristotle's Model

Aristotle's model is the most classic communication model, which is often also called the rhetorical model. The Greek philosopher Aristotle was the earliest figure to study communication, whose essence is persuasion, he used three basic elements of the communication process, namely the speaker, the message and the listener. The focus of

communication studied by Aristotle is rhetorical communication, which is now better known as public communication (public speaking) or speech.

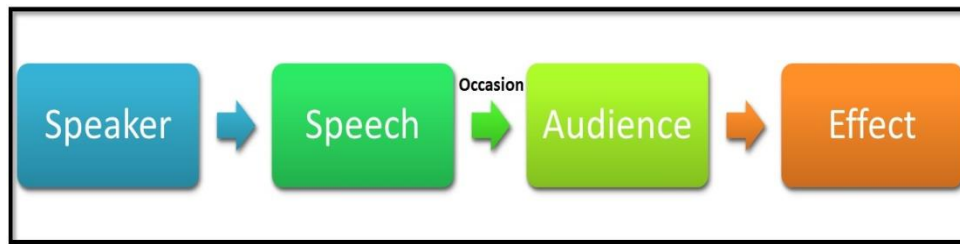
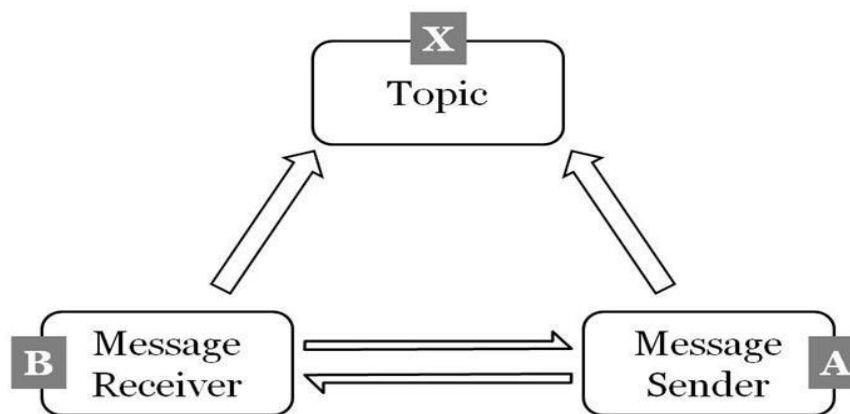


Figure 7. Aristotle's Model (McQuail and Sven Windahl, 1981)

Like the SR model, Aristotle's communication model is clearly very simple, even too simplistic from the current perspective, because it does not contain other elements known in the communication model, such as channels, feedback, effects and communication barriers or interference, one of the weaknesses of this model. is that communication is considered a static phenomenon. Another weakness of this rhetorical model is that it does not cover nonverbal aspects of persuasion.

h. Newcomb Models (1953)

In Newcomb's model, communication is a common and effective way of enabling people to orient themselves towards their environment. This is a model of intentional (intentional) two-person communicative action. This model implies that any system may be characterized by a balance of forces and that any change in any part of the system will cause a strain on balance or symmetry.



The Newcomb's Model

Figure 8. Newcomb ABX model (McQuail and Sven Windahl, 1981)

i. Westley and Maclean Models (1957)

Bruce Westley and Malcolm Maclean, formulated a model that includes interpersonal communication and mass communication, and incorporates feedback as an integral part of the communication process. According to Bruce Westley and Malcolm Maclean in Mulyana, "This difference in feedback is what distinguishes interpersonal communication from mass communication. Feedback from recipients is immediate in interpersonal communication, while in mass communication it is minimal and/or delayed. In this Westley and Maclean model there are five elements, namely: object orientation,

message, source, receiver, and feedback. Westley and Maclean did not limit their model to the individual level. They even emphasize that the recipient may be a group or a social institution. According to them, each individual,

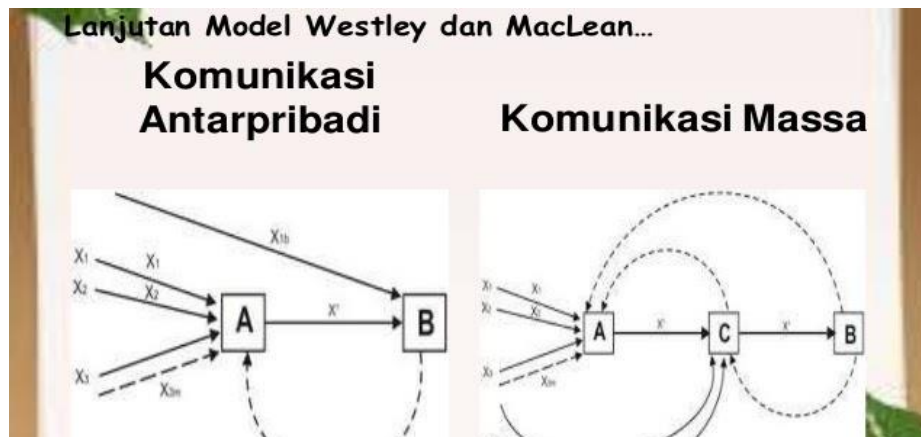


Figure 9. Westley and Maclean model (McQuail and Sven Windahl, 1981)

Pauley (Liliweri, 2015) says that the main responsibility of a communicator does not lie in having sent a message but lies in how to get effective communication, or at least be able to develop effective communication. A good communicator always strives to create effective communication, so that the desired goals can be realized. Zulkarnain (2013) argues about the importance of effective communication to maintain good relations between group members, in which conditions occur the message can be understood and creates a desire to act according to the content of the message received from the communicator. Effective communication is communication that is able to produce attitude change in other people (Najib, 2015). To achieve effective communication, communicators should convey information that is clear, complete and well understood and understood by the communicant. Effective communication serves to create a balance of sending information and feedback (feedback). Effective communication occurs if there is a common understanding, attitude and language between the communicator and the communicant. Mc. Crosby Larson and Knap in Najib, (2015) found that communication can be said to be effective if:

1. The communicant can receive, understand and understand the message as intended by the sender;
2. The communicant approves the message, and is followed up with actions as desired by the communicator;
3. There are no significant barriers to following up on messages sent

While Tubss (Najib, 2015) said, there are 5 things as a measure of effective communication, namely:

- a) Comprehension, where the communication carefully understands the message conveyed by the communicator;
- b) Pleasure, namely the existence of mutual pleasure between the communicator and the communicant;
- c) Influencing attitudes, namely a change in attitude in communication by the message conveyed by the communicator;
- d) Improving relationships, namely the importance of efforts to repair relationships after disturbances occur due to bad relationships between communicators and communicants;

- e) Action, where the communicant performs Action after receiving a message from the communicator;

Sereno and Mortensen in Mulyana (2007), the communication model is an ideal description of what is needed for communication to occur. The communication model abstractly represents important features and eliminates unnecessary details of communication in the real world. With various backgrounds of different regional conditions, of course the application of the communication process in BUMDes assistance is also different. If it is reflected in several communication models, it can be assumed that the communication process carried out in BUMDes assistance leads to persuasive and participatory aspects. Persuasive to invite and persuade the community, as well as the Village Government to be obedient in carrying out their obligations to obtain their rights. While participatory in the process of mentoring BUMDes,

BUMDes mentoring communication is communication carried out by village facilitators to BUMDes beneficiaries in this case the community, BUMDes management and the Village Government. As a communicator in this case, he is a BUMDes assistant. The quality of communication is determined by the frequency and intensity of the communication. The facilitator conveys the material not only by the lecture method, but also by using supporting learning media, such as flipcharts, banners, laptops, video shows. Handbook. Participants were served video shows using laptops supported by loudspeakers.

III. Research Method

This research is a descriptive research with a qualitative approach. This research is planned for 3 (three) months starting from September 2021 to November 2021, in Muna Barat Regency. This location has relatively many BUMDes but the conditions of BUMDes are diverse, some are developing or active and some are inactive and some are new. Sources of data in this study are primary and secondary sources. Primary data sources include behavioral inputs, behavioral processes, behavioral outputs and objective conditions regarding all activities of empowerment village assistants in providing assistance to the community (BUMDes administrators). Secondary data sources include documents and reports that are already available and can directly provide the information needed to answer research problems.

The techniques used to obtain data from these various sources are interviews, observations, and document studies. Interviews with research informants are the main technique in this research which is applied to obtain data on all the activities and conditions mentioned above. The interview technique applied was semi-structured interview in which the author first prepared interview guidelines, approached the informant to gain respect and made repeated visits for confirmation procedures.

With observation techniques, researchers will visit the work context of the village government and village libraries to witness directly visually the empowerment parameters, empowerment outcomes, library transformation and its forms. In using this observation technique, the researcher is an important research instrument because it is the researcher who sees and provides an interpretation of what is going on in connection with the topic under study.

With the document study technique, the researcher tries to find/find, photocopy, and examine documents that can provide physical evidence of the processes and outcomes of community empowerment through the transformation of the village library at the research location, especially what has happened in the past.

To obtain data through interview techniques the author will take research informants. The criteria for informants are those who have and are willing to provide the information needed in this research objectively. Based on the author's design, there are 11 informants, consisting of:

- a. 2 (two) Village Empowerment Facilitators
- b. 3 (three) Village Heads
- c. 3 (three) BUMDes Management
- d. 3 (three) people

To answer research questions and realize the research objectives, the data obtained from the field is analyzed to be able to produce findings that answer and confirm the research problems that have been proposed. The data analysis technique used in this study is a qualitative analysis of the interactive model as proposed by Miles & Huberman (1994:10-12). This interactive analysis model includes data analysis before the data collection stage, during the process of temporary data collection and initial analysis, and after the final data collection stage which is described as follows.

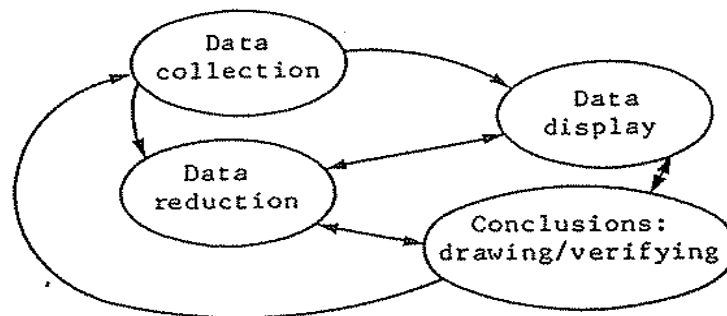


Figure 10. Components of Interactive Data Analysis Model (Miles & Huberman, 1994)

The technique used to ensure the validity of the data and the results of this study is triangulation. The author re-checked the data and completed the information with different sources, namely interviews with several informants, comparing the interview data with the contents of the relevant documents. The tentative transcription of the interview results that have been confirmed to the data source (informants) is then supplemented with evidence from the source of the documentation as outlined in various relevant documents. In this way, the results of this research can be justified scientifically.

IV. Results and Discussion

Effective Communication Model for BUMDes Assistance in Muna Barat Regency

Communication is a reciprocal process that occurs between the sender and the recipient of the message. The communication process consists of the person who sends the message, the content of the message and the person who receives the message. Between the sender of the message and the recipient of the message affect each other. The person who receives the message will answer or react to the sending of the message, so that there is an interaction between the sender of the message and the recipient of the message.

Effective communication is communication that is able to produce changes in attitudes (*attitude change*) in others (Najib, 2015). To realize effective communication, communicators should convey information that is clear, complete and well understood and understood by the communicant. Effective communication serves to create a balance of sending information and feedback (feedback). Effective communication occurs if there is a

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BUMDes mentoring communication is communication carried out by village assistants to BUMDes beneficiaries in this case the community, BUMDes administrators and the Village Government. As a communicator in this case, he is a BUMDes assistant. The quality of communication is determined by the frequency and intensity of the communication. BUMDes mentoring communication in Muna Barat Regency, if reflected on several communication models, it can be assumed that the communication process carried out in BUMDes assistance leads to persuasive and participatory aspects. Persuasive to invite and persuade the community, as well as the Village Government to be obedient in carrying out their obligations to obtain their rights. While participatory in the process of mentoring BUMDes, the assistant performs its function to facilitate the needs of BUMDes beneficiaries, both facilitators and beneficiaries of BUMDes, jointly participate in the communication process for BUMDes assistance. As stated by several informants about the communication model for BUMDes assistance as follows. According to the Secretary of BUMDes Wuna Sejahtera in Wuna village that:

“The communication model used by village assistants in assisting BUMDes varies, sometimes one-way, two-way or multi-way. One-way means that village assistants play a full role in conveying information or messages to BUMDes beneficiaries without any feedback. Two-way means that there is feedback or response from BUMDes beneficiaries. Multidirectional means, village assistants not only communicate with BUMDes management but also with various parties and each communication participant responds to each other” (Interview, October 14, 2021).

Unlike the informant of the Head of BUMDes for Joint Ventures in the Village Marobebe, that:

“Village facilitators in providing assistance mostly use two-way communication, meaning that there is dialogue and discussion between communication participants. Each responds and influences each other each other for messages or information conveyed” (Interview, 13 October 2021).

The same was stated by the informant, Head of BUMDes SiMata Kidi said that:

"Village assistants in implementing BUMDes assistance seek a communication model"two-way direct because this model can immediately find out the response back from the recipient of the message in this case the communication participant. In addition, considering that the material presented is always technical in nature, such as providing assistance in compiling or making BUMDes financial reports, so that two-way direct communication is more effective” (Interview, October 13, 2021).

Sealso in accordance with what was stated by the Head of Marobebe Village that:

“Village assistants in carrying out their mentoring activities always expect dialogue, direct contact and intense discussions. The assistant hopes that what is conveyed can be understood, understood and implemented” (Interview, 12 October 2021).

In line with the informant of the Wuna Village Secretary that:

"Village assistants in carrying out mentoring activities both at the village hall and at homes always use a reciprocal or two-way communication model. That is, the village

assistant always expects immediate feedback or a quick response” (Interview, 14 October 2021).

Based on the results of the interviews above, it can be understood that two-way, direct and reciprocal communication is often chosen by village assistants in carrying out their mentoring duties, including in BUMDes assistance. In line with delivered by Nugroho (2004) which describes that the use of direct two-way communication allows messages to be more easily understood by the public as desired, where direct two-way communication is carried out, feedback can be obtained quickly. In addition, through a direct two-way communication approach, it makes it easier for communication participants/people who do not understand to be more free to ask questions that are not understood.

Based on the results of the interview, it was also obtained that the BUMDes Facilitator not only direct two-way communication in their mentoring, but also sometimes use the media. As stated by the Village Facilitator of Mata Kidi that:

“When conducting mentoring activities, sometimes they use the media, especially during this Covid-19 pandemic. Mentoring activities also had to be done indirectly. Using online media generally uses the telephone and only evaluates BUMDes activities and asks questions that are problematic. Activities in the form of training or technical ones are rarely done during this Covid 19 pandemic” (Interview, October 14, 2021).

Similarly, the village assistant in Wuna Village stated that:

“If the network or signal is quite supportive in this village, telephones are used to communicate between companions. Exchanging information or sharing information with each other if between companions known to have recently participated in or carried out an activity. This is also done because the companion's residence is relatively far from one another, and it is not possible to reach it in a short time” (Interview, October 14, 2021).

Communication carried out by village assistants in terms of carrying out mentoring activities is not enough if only relying on direct two-way communication. Companions also take advantage of advances in information technology, which currently can be said to be almost all owned by the community. Especially during the Covid 19 pandemic, the Government issued a policy for all formal and informal public activities to be carried out online (in networks). There are also village assistance activities throughout Indonesia. Communication Assistance using the media is very efficient in reaching people who are relatively far away. In line with what Fitriyani, et al., (2014) stated that the right media is used by assistants to convey messages. When the assistants do not make field visits and go home, they use mobile phones or cellphones. The advantage of media interpersonal communication is that it has more time efficiency compared to face-to-face interpersonal communication.

The communication model used in providing assistance to BUMDes can be described as follows.

- a. Village facilitators in starting their activities approach the community and coordinate with the village government and community leaders to introduce themselves with direct and intense communication.
- b. The village assistant through the village head invites deliberation to discuss BUMDes problems faced by the community as material for preparing the BUMDes work program in the Village Development Plan Deliberation. Deliberations are always held at the Village Hall because as a formal place for every meeting in the village as well as dialogue to receive aspirations about the needs and expectations of the community directly to BUMDes. In this way, the village government knows clearly what the community really needs and expects from BUMDes.

- c. Village assistants also visit people's homes to discuss/dialogue in order to capture the needs of the community who do not have the opportunity to attend deliberation due to limited time or domiciled far enough from the village hall, as well as to provide opportunities for the community to convey needs or problems from BUMDes. which they deal with more freely.
- d. Village assistants communicate directly with telephone media, to gather information from the community quickly and accommodate the needs of people who have relatively far residence locations.
- e. Village facilitators do not limit meetings or discussions with the community or village government in terms of solving problems faced by the community or village related to BUMDes.
- f. Village assistants are not limited to gathering problems but also solving problems faced, such as the lack of capacity of BUMDes management in preparing program plans and compiling BUMDes financial reports. BUMDes facilitators provide training and assistance in preparing work programs and preparing BUMDes financial reports.
- g. Village assistants in conveying information or materials in mentoring activities are not only through lectures, lectures but also by using supportive learning media, such as flipcharts, banners, laptops, video shows, handbooks. Participants were presented with video shows using laptops supported by loudspeakers.
- h. The communication barriers found can be overcome well, such as the telephone network, the location of the community's domicile and the BUMDes Management who are relatively far away, the BUMDes Facilitator overcomes by visiting homes intensely. Socio-cultural barriers such as habits or the language used are almost non-existent, because BUMDes Facilitators are generally members of the community who come from the village, the culture and language used can be understood.
- i. Communication Village assistance to inactive BUMDes is still carried out intensely, by motivating and directing and guiding in solving problems experienced by BUMDes. The problem faced by many inactive BUMDes Management is the lack of transparency in financial management.

The description of the communication model for BUMDes assistance mentioned above is in accordance with the communication model proposed by Laswell that in communicating there are communicators, messages, media, communicants and effects. BUMDes Mentoring Communication clearly has a communicator (Village Facilitator/BUMDes), there is a message (material delivered by the facilitator), there is media (the facilitator uses various media in delivering the material), there are communicants (the participants who benefit from BUMDes are the community, BUMDes administrators, village officials) and effects, namely receiving, understanding and utilizing the material/message that is conveyed. Similarly, the Shannon Weaver Model which explains that in every communication process there are obstacles (noise) that are found. In the communication of BUMDes assistance, obstacles were also found, although these obstacles could be overcome. Barriers in BUMDes facilitation communication are physical or technical barriers as well as barriers to the community's frame of reference. Physical or technical barriers can be overcome by visiting the homes of BUMDes beneficiaries, as well as the telephone network. Barriers to frame of mind, BUMDes Facilitators communicate intensely, providing explanations, discussing and providing constructive directions. Another model used in Mentoring is the New Combs Model, in which the sender and receiver engage in dialogue/talk related to a message/material. In BUMDes Mentoring, the facilitators engage in intense dialogue/discussion to explore information or problems faced

by the community and find solutions to solve them. Other models such as the Aristotelian Model or the SR Model are used as companions but very rarely. Lasswell Model, Shannon Weaver Model and New Combs Model are very effectively used in BUMDes Assistance in Muna Barat Regency, because the communication model requires the results obtained, namely changes in knowledge, attitudes and behavior. In line with Mc. Croscy Larson and Knap in Najib (2015) that communication is said to be effective if (1) the communicant can receive, understand and understand the message as intended by the sender; (2) The communicant approves the message, and is followed up with actions as desired by the communicator; and (3) There are no significant barriers to following up on messages sent. Similarly, the opinion of Tubss (Najib, 2015) which says there are 5 things to measure effective communication, namely: (1) Understanding, where communication carefully understands the message conveyed by the communicator; (2) Pleasure, namely the existence of mutual pleasure between the communicator and the communicant; (3) Influencing attitudes, namely a change in attitude in communication by the message conveyed by the communicator; (4) Improving relationships, namely the importance of efforts to repair relationships after disturbances occur due to bad relationships between communicators and communicants; and (5) Action, where the communicant performs Action after receiving a message from the communicator.

V. Conclusion

Based on the results of research and discussions that have been carried out previously, this research can be concluded as follows:

1. Communication on BUMDes Mentoring in Muna Barat Regency was carried out intensely, both between BUMDes Facilitators and BUMDes Management, Village Government and village communities. Communication is carried out in the context of mentoring activities such as digging up information related to the needs and problems faced by BUMDes. In addition, communicating to prepare the Village Work Program. Communication is generally carried out at any time, not limited to time, and is carried out at the Village Hall and visits to people's homes directly face to face. Sometimes communication is also done through media such as telephone (if the signal allows), to get a response or information quickly from people who are relatively far from the location of the BUMDes Facilitator.
2. Communication Barriers BUMDes assistance was found to be generally physical, technical or geographical. Locations in Muna Barat Regency are generally still relatively unreachable by adequate development facilities, because Muna Barat Regency is still relatively new. However, these obstacles are not considered significant for the Facilitator because they can be overcome. Likewise, the barriers to the community's framework of thinking are still relatively low to understandings of empowerment, but the Facilitator intensely approaches.
3. An effective communication model in BUMdes Mentoring is found to be a model that applies the clarity of the communication process from the communicator, messages, media, communicants and the resulting effects. Therefore, the two-way discussion and dialogue model dominates the effective communication model in BUMDes Assistance, because it can cause effects from changes in knowledge, attitudes to changes in behavior.

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