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INTRODUCTION
Since 2007 various programs for alleviation have been carried out by the government such as Direct Cash Assistance (BLT), Family Hope Program (PKH) or Conditional Cash Transfers (CCT) or Conditional Cash Assistance (CCA) and can be done through social entrepreneurship (Firdaus 2014). The latest program from the Ministry of Social Affairs is the Nusantara Economic Heroes Program (Pena) which is expected to increase the socio-economic independence of the poor, vulnerable groups and incapable people. The Pena program is closely related to social empowerment which is in line with the objectives of the Pena program (Ministry of Social Affairs, 2022). The ultimate goal of empowerment is independence (Putri and Soedjarwo 2018) and independence allows a person to lead to individual perfection in achieving life goals (Abbott, Parker, and Peters 2004).

The role of social assistants as motivators, persuaders and educators (Ife and Tesoriero 2011) is one of the spearheads of the success of a program. The essence of mentoring emphasizes community efforts in developing various potentials so that they can achieve independence and a better quality of life(Payne 2016). According to Nandini et al., (2022) that PKH assistants can generally perform their duties so that they are right on target. The research conducted...
by the author looks at the relationship between the role of social assistants of the PKH and Pena programs with the economic and social independence of the community and is expected to contribute to the development of poverty-breaking programs.

**METHOD**

Respondents in this study were Pena and PKH facilitators in the Bandung Regency area. The sampling technique was random sampling of 340 assistants using Macorr simple size calculator 10% until a sample of 57 assistants was obtained and 47 assistants participated in filling out the questionnaire. The scale used is a Likert scale and the analysis used is Pearson Product Moment (Creswell 2016).

**RESULT AND DISCUSSION**

**The Substance of Mediation in the Divorce Case Settlement Process in Court**

The discussion of the research results was carried out through descriptive analysis and Pearson Product Moment correlation. The general description of respondents (54.00%) was predominantly male with an age range of 41-50 years (34.00%) and the most companion education from non-social welfare / social welfare colleges (73.00%). The overall role of the assistants is in the high category, this is when associated with the age of the assistants, most of whom are in the adult category. The adult age category is a real operational period. The age of respondents 41 to 50 years (34.1%) is a mature age, so that they can analyze problems that occur, for example, community problems as beneficiaries using scientific reasoning and can solve problems that occur (Pillari V 1998). The same thing as stated by (Azmi and Asy-syifa 2016) that adulthood is a stage in the phase of providing guidance as is done by social assistants to the community as beneficiaries.

Based on the descriptive test, the overall role of the companion is included in the high category. This can be seen from the role as a motivator of 97.56%, as a persuator of 100.00% and as an educator of 87.80%. Most assistants in Bandung Regency based on gender are male. Another study illustrates that men believe to have high typical traits in terms of dominance, autonomy, aggression, self-assertion, high achievement, and extraordinary mental resilience. Women, on the other hand, are high in abasement, affiliation, respect, and childcare. However, in individualist cultural structures such as in western countries, the degree of consensus on gender stereotypes tends to be low and decreasing (Rahman, F dan Nurhayati 2004).
The results illustrate the high category of companion education with the level of education at the college level. The relationship between the role of social assistants and a high level of education according to B. Hurlock, (1980) is that the higher a person's education, the more qualified they will be, so that the knowledge possessed by social assistants can make it easier to carry out their duties. Zhahrah, (2021) stated that social assistants are the ones who really determine the success of the program in the field. The foundation of human resource development through the education sector is an inclusion in efforts to improve the quality of welfare and community independence. According to Maslow, through education, humans will get better in quality so that knowledge can accelerate the success of the goal, namely the achievement of independence, which is the highest need of everyone (Sukoco 1991).

Table 1. Recapitulation of the Role of Social Assistance and Community Independence:

<table>
<thead>
<tr>
<th>Role &amp; Independence</th>
<th>High</th>
<th>Medium</th>
<th>Low</th>
<th>Mean</th>
<th>St. Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role</td>
<td>41</td>
<td>100.00</td>
<td>0</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>Motivator</td>
<td>40</td>
<td>97.56</td>
<td>1</td>
<td>2.44</td>
<td>0.00</td>
</tr>
<tr>
<td>Persuader</td>
<td>41</td>
<td>100</td>
<td>0</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Educator</td>
<td>36</td>
<td>87.80</td>
<td>5</td>
<td>12.20</td>
<td>0.00</td>
</tr>
<tr>
<td>Independence</td>
<td>40</td>
<td>97.56</td>
<td>1</td>
<td>2.44</td>
<td>0.00</td>
</tr>
<tr>
<td>Responsibility</td>
<td>40</td>
<td>97.56</td>
<td>1</td>
<td>2.44</td>
<td>0.00</td>
</tr>
<tr>
<td>Autonomy</td>
<td>38</td>
<td>92.68</td>
<td>3</td>
<td>7.32</td>
<td>0.00</td>
</tr>
<tr>
<td>Independent</td>
<td>39</td>
<td>95.12</td>
<td>2</td>
<td>4.88</td>
<td>0.00</td>
</tr>
<tr>
<td>Problem solving</td>
<td>40</td>
<td>97.56</td>
<td>1</td>
<td>2.44</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Source: Research results 2023

Overall the role of social assistants and community independence is high (100.00% and 97.56%). This illustrates the role of social assistants as motivators, persuaders and educators is high. Likewise, the overall independence is in the high category.

Researchers further analyzed the Pearson Product Moment correlation test. The research conducted aims to determine the relationship between the role of social assistants and community independence. Based on the interval data scale that the calculations carried out have met the requirements of normally distributed data, namely the Sig. value of the normality test obtained using the Kolmogorov-Smirnovs method is 0.200. The p-value is greater than alpha (0.200> 0.05), meaning that the data is normally distributed because the significance value is greater than 0.05. While the linearity test result is 0.308 with a significance of 0.000. This means that 0.308> 0.05 has a linear relationship between the role of social assistants and community independence, so based on the
results of these calculations it has fulfilled the linearity test and can be continued at the correlation test stage.

The result of the Pearson Product Moment correlation test is significant at 0.000. This means that the Sig value of 0.000 < 0.05 is that there is a significant relationship between social assistants and community independence. Social assistants are highly correlated with community independence (0.835). This means that if the variable role of social assistants increases, community independence also increases. This indicates a unidirectional or positive relationship. The correlation test can be seen in the following table.

Table 2. Correlation Coefficient of Role with Independence:

<table>
<thead>
<tr>
<th>Role</th>
<th>Independence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role</td>
<td>Pearson Correlation</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>41</td>
</tr>
<tr>
<td>Independence</td>
<td>Pearson Correlation</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>41</td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.01 level (2-tailed). Source: 2023 Research

Table 2 shows that between the role of social assistants and community independence there is a correlation coefficient (r) of 0.835 with a significance of 0.000. This means that there is a correlation between the role of social assistants and community independence with a very high level of relationship, and the correlation is significant because p < 0.05 (0.000 < 0.05). The p value of 0.000 means that the Pearson correlation value of 0.835 shows a positive correlation with a very strong correlation strength (Dahlan 2019). The results of this study have supported the results of previous research conducted by Nandini et al., (2022), Primahendra, (2001), explaining that there is a significant positive relationship between the role of social assistants and community independence. The success of the program in the form of community independence both economically and socially cannot be separated from the role of social assistants.

The role of social assistants in Bandung Regency with age, gender and education characteristics allows the community to become independent. Social assistants can do and convince the community to be independently empowered with their potential so that they can make life in the future better (Payne, 2016). The role of social assistants in Bandung Regency can make changes to the community as beneficiaries because the assistants perform various roles as motivators, persuaders and educators in social programs such as both the Nusantara Economic Heroes Program (Pena) and the Family Hope Program (PKH) (Ife, 2011;
Kemensos RI, 2022). Agree with Ife, (2011) that the role of assistants is as facilitators, communicators and dynamizers (Primahendra, 2002). Social assistants in Bandung Regency can perform their role optimally, as evidenced by the results of the study, the assistants can carry out their role as motivators, persuaders and educators of (0.835) in the category of a very high relationship with the achievement of community independence.

According to Maslow, the achievement of community independence is essentially self-determination or self-determination to be able to stand alone without the help of others Sukoco (1999). This is in accordance with Erikson's opinion that independence is an effort to break away and not depend on anyone with the aim of finding himself through the process of development towards individuality and playing his own role as an effort to determine his identity responsibly which is the last level of achievement of the level of human needs (Hurlock, 1980).

Various social programs have the aim of breaking the chain of poverty so that graduation can be carried out and it is hoped that in the end independence can be realized. Independence is essentially a change in dependence towards a decrease in dependence. Aspects or elements of independence are having a sense of responsibility for oneself, not depending on the help of others, playing an autonomous role, trying to lead to individual perfection and being able to achieve life goals (Putri and Soedjjarwo, 2018). Independence as a need for self-actualization is the highest level that every individual, including beneficiary families, wants to achieve, just like society in general (Sukoco, 1999).

Three roles as a companion include motivator, persuator and educator (Ife, 2011). An assistant as a motivator is someone who is tasked with growing, building enthusiasm for the community to always follow the assistance. The role as a companion provides input or advice directly tailored to the experience gained from the beneficiaries. The assistant also encourages beneficiaries to try to be independent after graduation. Beneficiaries who have graduated are expected to increase their income through sustainable businesses after doing business independently and the companion is a role model for beneficiaries. Therefore, to improve the role as a motivator is to consistently provide the best example to the community or beneficiary families (Nanlohy, Mulyana, and Darwis 2019).

The assistant as a persuator is a person who can persuade, persuade by invitation to the beneficiaries or the
community by giving good reasons and prospects convincingly so that the community believes. The social assistants convince that the purpose of social programs other than graduation is to increase community income through sustainable businesses that are really in need. The Ministry of Social Affairs, through social programs, contributes to reducing the state's financial burden in the long term. To achieve this, the beneficiary families as the community are convinced by the social assistants to be able to start a business, continue their business and manage their business at any time. The assistant prepares arguments well, so that they can answer all doubts from the community. This is as stated by Cangara, (2015), that factors that can affect the effectiveness of persuasive communication include clarity of purpose through the best example to the fostered community to continue to provide examples consistently, foresight in seeing the target, selection of time and place of implementation, theme or material presented, as well as fully understanding and thinking about diversity such as gender, demographic characteristics, occupation etc.

The facilitator as an educator is someone who gives good, positive and directive advice based on the knowledge and experience of the community they are assisting. Other roles include building and raising community awareness, conveying information, confrontation, and organizing training for the community (Ife and Tesoriero 2011). Social assistants play an active role as agents of change and social assistants play an active role as agents who provide positive and directive input. Furthermore, identifying sources and strengths, improving skills to deal with problems faced, making plans for problem solving, and supporting community efforts to create changes in life (Zastrow 2016). The role of assistants as educators is essentially to carry out the stages of social work assistance practice, namely conducting needs assessments, intervention plans, carrying out interventions, conducting evaluations and reporting (Rahmawati and Kisworo 2017). The role of educators is closely related to the task of assistants as community empowerment to be independent, assistance as an empowerment strategy can be carried out through education in the form of increasing awareness and training skills at the stages of the service practice process (Zastrow, 2016).

A supporting factor for the success of this social assistance program is the accompanying factor, namely the role of a companion in community independence both economically and socially. However, among the three roles, the role as an educator illustrates a moderate linkage
value (12.20%), even though the role as an educator is the core of social work practice (Rahmawati and Kisworo, 2017). This is when associated with the educational level of the assistants, almost (78%) come from college, but the majority are from non social work/social welfare. So that to further enhance the role of educators can be done through providing opportunities for social work/social welfare graduates to work according to educational pathways, for example as social program assistants. Meanwhile, for non-social work/social welfare graduates by providing strengthening in terms of social work practice through regular competency improvement training, attending seminars related to social programs regularly, or through educational channels.

CONCLUSION

The results of the Pearson Product Moment correlation test are significant at 0.000. This means that the Sig value of 0.000 < 0.05 there is a significant relationship between the role of social assistants and community independence. Social assistants are highly correlated with community independence of (.835), meaning that there is a positive relationship with very strong. The role of persuator is very good, as well as the role of motivator. The role of educator can be improved through training at the stage of the service practice process carried out regularly for social assistants. Another thing is to increase the number of assistants from social work / social welfare graduates so that they can be placed according to their field of work, for example in social programs such as PKH, Pena etc. The role of the educator is centrally important in social services, because as an educator must fully understand the process of social service assistance practices carried out as a whole and as a whole by social assistants. A social assistant as an agent of change and empowerment can perform his role appropriately and well in the process, so that it is expected to further improve the quality of social services.

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