

Conference Paper

Study on Needs Analysis of Family Multiliteracy Competence from Program Keluarga Harapan

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ORCID:Erma Kusumawardani: <https://orcid.org/0000-0002-7147-5180>**Abstract**

Yogyakarta is considered a very liveable area. However, there are still underlying problems, including low wages and poverty. The goal of the *Program Keluarga Harapan* (PKH) is to empower, because it does not only focus on providing assistance, but also on changing the community's mindset. This study aimed to carry out a needs analysis, to understand the multiliteracy skills of beneficiary families. As mentioned above, the help provided by this program is not only in the form of bestowals, but also through efforts to increase empowerment. Data were collected through a qualitative online survey, observations and interviews. Based on the findings, it can be concluded that the Family Development Session served as a form of non-formal education for families. The findings on the literacy of beneficiary families showed that there was insufficient understanding of child care and learning assistance, financial management and entrepreneurial motivation. Participants had difficulty understanding the material presented.

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1. Introduction

Poverty is a challenge for the government in a context of national development. In proportion to this, the government then made an effort to reduce poverty [23]. Anticipate the low quality of life, the Indonesian Government has introduced a cash transfer program conditional or *Program Keluarga Harapan* (PKH), which is expected to be able maintain the level of social welfare beneficiaries as mandated constitution [17]. The paradigm shift in poverty alleviation programs today is no longer just providing assistance, but on empowerment efforts that aim to change people's mindsets. Although Indonesia could slowly recover from the crisis, poverty remains problematic for certain groups and women in some particular areas especially rural areas. Moreover, despite several policies have been stipulated to deal with poverty such as Rural Development

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Program and Social Safety Net, some poverty elements related to social capital such as education, employment and health need to be improved. Thus, Indonesian government should pay more attention to improve the quality of the provisions and policies, assuring the beneficial contribution to Indonesian citizens' welfare [15]. In order to accelerate poverty alleviation and at the same time develop policies in the field of social protection, starting in 2007, the Government, so through policies that have been made, implement the PKH Similar programs in other countries are known as Conditional Cash Transfers (CCT).

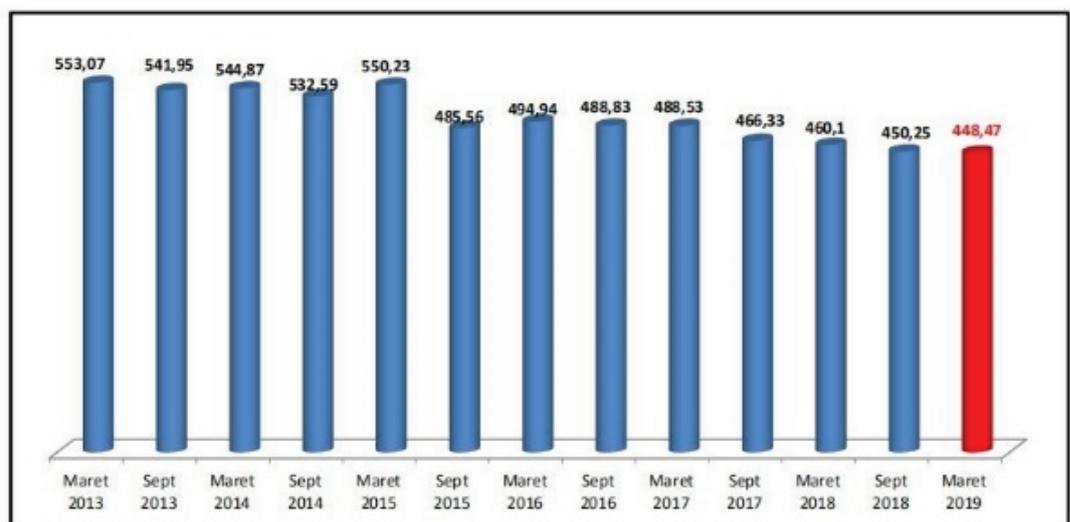
This program is not intended to be a continuation of the Direct Cash Subsidy (DCS) program, which is provided in order to help poor households maintaining their power purchase during the fuel prices adjustment by the government. PKH is intended more to build a social protection system for the poors [28]. Based on the experiences of other countries, similar programs are particularly beneficial for families with chronic poverty. It is hoped that PKH implementation in Indonesia will help the poorest population, the part of society that most needs help from anyone. PKH implementation will accelerate the achievement of the Millennium Development Goals (MDGs) [10]. There are at least five MDG components that PKH will indirectly assist, namely reducing the poor and hunger, fundamental education, gender equality, reducing infant and under-five mortality, and reducing maternal mortality.

In terms of social policy, PKH is the starting point of the development of a social protection system, especially for poor families. PKH, which obliges very poor families to send their children to school and check their health, as well as to check pregnant women, will bring about changes in family behavior regarding the importance of health and education for their children [13]. It is hoped that the change in behavior will also have an impact on the abatement of number of school-age children who work. On the other hand, this is the main challenge for the government, both central and regional, to improve education and health services for poor families. Thus, PKH allows for synergies between programs that intervene in the supply and demand sides, while still optimizing decentralization, coordination between sectors and levels of government, as well as among stakeholders. Finally, positive implications of PKH implementation should be able to be proven empirically, so that PKH development has concrete evidence that can be accounted for [2].

The paradigm shift can be seen clearly from PKH, which not only provides assistance, but also tries to change the mindset of the community, so they can be more empowered. The characteristics of empowerment according to [4] can be seen from several indicators, namely power over personal choices and life chances, power over the assertion of

human rights, power over the definition of need, power over ideas, power of institutions, power over economic activity, power over reproduction. These efforts are then realized by PKH through Family Development Sessions activity. According to the Regulations Minister of Social Affairs Number 1 of 2018 concerning PKH defines the same Family Development Session (FDS) known as the Enhancement Meeting Family Ability is a process learn in a structured manner to accelerate the occurrence of behavior changes in the family PKH beneficiaries [18]. Implementation of FDS (Family Development Session) starting from the socialization stage and group formation, problem identification stage, material learning stage and reporting stage [17].

Yogyakarta is often considered to be one of the most liveable areas, with the highest happiness index on the island of Java. However, behind this fact there are underlying problems, varying from low wages to poverty. In the last six years Central Bureau of Statistics, showed that the poverty rate in Yogyakarta shows fluctuation with a downward trend (bps.diy.go.id). During the period from March 2013 to March 2019, the percentage of poor people in Yogyakarta decreased from 15.43 percent to 11.70 percent. This is in line with the increasing economic growth in the Yogyakarta. However, the poverty rate stated above is still quite high at this time. This number is even higher than the national average, which is only 9.66 percent. The following table shows the level of poverty in the Yogyakarta:



Sumber : BPS, Susenas Maret 2013 - Maret 2019

Figure 1: Number of Poor Population DIY 2013 - 2019 (bps.diy.go.id)

The implementation of PKH in Yogyakarta faces many different problems in each region. Some analysis results in the news show that the beneficiary families of the PKH develop every year. It is indicated by withdrawal of the beneficiaries from PKH

in almost every year. However, on the other hand, with the stability of economy in Bantul region, there are still many problem, especially within the beneficiary families, such as the neglected elderly people, jobs in the lower sector that are gradually being replaced and impact on decreased income, that reinforced by research results that show a significant impact on increasing the total expenditure on education in the house and the total cost of transportation [12]. Meanwhile, total expenditure on education outside the household for PKH recipients actually decreased [10]. And children who are negatively affected by the use of gadgets. In addition, the results of research by show that there are several obstacles found in the empowerment process, namely the low quality of Human Resources (HR), inadequate road access, acquiescence, and limited funding [11]. The results of preliminary studies show that the low quality of human resources, as the results of the above research, can be concluded from the lack of the parent's education, which then impacts the mentoring or parenting patterns. Then, an example of a problem related to limited funding is when the salary or income earned by the beneficiary family, is not proportional to the expenses.

Based on the background problems stated above, this study aims to map the multiliteracy needs of the beneficiary families of PKH as mentioned, the change in aid is not only in a form of bestowal, but also an effort to increase empowerment. Given the condition of the recipient community that is still lack of education, multiliteracy is a fundamental step in increasing the capacity of human resources for and based on problem-solving learning that is faced by beneficiary families of the PKH, especially in Bantul Regency. Because research result showed that PKH is very effective in alleviating poverty, especially seen from the aspect of education [25]. Level dropping out of school is getting smaller in PKH children as well as levels school attendance is getting better. On the other hand, research findings prove the causality model that involves effectiveness, productivity, policy, and welfare [14]. The model contributes to the realm of science that can map answer how the effectiveness needs so it can increase productivity and welfare. The interesting issue that government policy is significantly needed to stimulate the effectiveness to improve productivity. Further researchers need to develop the model by elaborating concepts and variables like the kind of effectiveness and productivity that can sustain the welfare, or how the policy development can increase productivity. In 2016, Indonesia was also faced with the MEA (Asian Economic Community), in which all ASEAN countries made improvements in preparing competitive human resources. Collaborative competence, creativity and also the ability to think critically must be the basic assets of the Indonesian people in responding to these challenges. Multiliteracy

is a skill that can be used as a strategy in improving the skills of the 21st century to face gradually complex challenges.

2. Related Works/Literature Review

Empowerment emphasizes that people acquire sufficient skills, knowledge and power to influence their lives and the lives of others they take care of [9]. Meanwhile, empowerment has the meaning of generating community resources, opportunities, knowledge and skills to increase capacity in determining their future [29]. In proportion to efforts in improving the quality of human resources recently, it is a must for them to be able to follow the skills needed in the 21st century. Multiliteracy is a skill that uses various ways to express and understand ideas and information, using conventional text forms and innovative texts, symbols and multimedia [8]. The concept of multiliteracy is designed to answer the skill needs of the 21st century.

Multiliteracy learning is designed to be able to relate 4 multiliterative skills (reading, writing, spoken language, and IT) with 10 learning competencies specifically in the 21st century. These ten competencies are: (1) creativity and innovation, (2) critical thinking, problem solving, and decision making, (3) metacognition, (4) communication, (5) collaboration, (6) information literacy, (7) information and communication technology literacy, (8) attitude towards citizenship, (9) life and career, and (10) personal and social responsibility, including awareness of competence and culture [7]. Multiliteracy learning includes many learning models and strategies, so that it always encourages learning citizens to always be active in asking questions or making their own conclusions.

As benefits the requirements of the learning model, according to [1] the multiliterative learning model has three objectives, namely: 1) Ownership and improvement of 21st century learning skills. 2) In-depth understanding of the various concepts, processes, and scientific attitudes of the disciplines being studied. 3) Improvement and development of multiliteracy skills and character. Based on the above objectives, the authors conclude that the purpose in the multiliteracy model is to provide opportunities or chances for citizens to learn in developing themselves starting from the skills, understanding, and character of learning citizens. Ogle, et al [1] suggests several characteristics of the multiliteracy model, namely: 1) Multiliteracy learning always connects the studied material with advanced knowledge. 2) Multiliteracy learning always connects the material studied with real life and contemporary issues. 3) Multiliteracy learning always involves learning citizens to be actively involved in asking questions and making their own conclusions. 4) Multiliteracy learning provides many opportunities to study learning

material in depth as well as storing the understanding gained in long-term memory. 5) Multiliteracy learning always uses collaborative work in constructing meanings and perspectives on the studied materials. 6) Multiliteracy learning involves various kinds of learning as a mean of constructing new understandings. 7) Multiliteracy learning involves many learning strategies. From the above opinion, it can be concluded that the characteristics of the multiliteracy learning model are learning models that connect learning material with the lives of learning citizens to seek and discover. The learning community has a role to seek and discover the essence of learning by themselves. Multiliteracy is one of the strategies in increasing the competence of human resources in the 21st century. The human resources referred to are none other than the beneficiary families of the Harapan Family program, based on the multiliteracy concept that learning is based on the relationship between learning itself and the lives of the learning citizens.

Several previous studies have focused on multiliteracy-based problem solving (problem solving). First, multiliteracy which focuses on the Indonesian information society. Secondly, even though there is not much to know about research on the hope family program, especially in non-formal education or empowerment, there are some findings such as research who states that the implementation of empowerment still encounters several obstacles, one of which is the low quality of human resources [21].

3. Material & Methodology

The focus of the study on related aspects to the need for multiliteracy ability emphasizes sustainability, openness and is meaningful in solving problems for beneficiary families of PKH who live in Bantul. Therefore, process and naturalism become a character of qualitative research [6]. The COVID-19 pandemic provides an option for researchers to conduct online survey methods without reducing the essence of qualitative research itself. The questionnaire, observation and interviews used to collect data are significant strategies in this qualitative research. The use of in-depth interview techniques in this study is to show that qualitative research emphasizes the quality of the content, process and results of the interviews. Interviews were conducted using interview guidelines for descriptive, structural questions that were prepared in accordance with the objectives of this study. Data and information, that are narrative and in the form of collected graphs, are analyzed descriptively and qualitatively to be interpreted and understood as correlated with the studied aspects [5]. Start from reduction data, display data and drawing conclusion. The data also tested the validity of the data using triangulation methods.

4. Results and Discussion

Program Keluarga Harapan (PKH) is a program for providing conditional social assistance to Beneficiary Families who are designated as beneficiary families, that take advantage of various health service facilities and educational service facilities available around them [17]. The empowerment program is one of the government's efforts to alleviate poverty. Empowerment is choice, freedom, participation in decision making, dignity, respect, cooperation and a sense of belonging to the community [24]. Empowerment means preparing people to strengthen themselves and their groups in various things, ranging from socio-institutional, leadership, socio-economic and political by using their own cultural base [16]. The results of the research conclude that the concept of empowerment based on local wisdom that utilizes local resources can be done for improve the welfare of PKH group members [26]. Therefore, empowerment through family development sessions is a program that is attached to the poverty alleviation program called PKH. Family Development Session (FDS) or Family Capacity Building Meeting is a learning process for PKH participants in a form of providing and discussing practical information in the fields of health, education, economy and family welfare, delivered through monthly group meetings [19]. Family Development Session is an organized and sustainable activity unit. The Family Development Session is designed for a minimum of one year, with monthly meetings to discuss 1-2 modules. Family Development Session as a community education is expected to be able to change the quality of society, so that it can independently improve their standard of living. The Family Development Session (FDS) program is a form of non-formal education for families. Program implementation has influence on community welfare. That the better the program implementation being run, then welfare society will experience an increase. Program implementation is explained through organizational indicators, interpretation and application. Meanwhile, welfare community described through indicators material needs, spiritual needs and social needs.

The material for the Family Development Session (FDS) meeting itself consists of:

- 1) Education and Child Care
 - a) Becoming a better parent
 - b) Understanding children's development and behavior
 - c) Understanding how early childhood learns
 - d) Helping children succeed in school
- 2) Health and nutrition
 - a) The importance of nutrition and health services for pregnant women
 - b) The importance of nutrition for breastfeeding mothers and toddlers
 - c) Child pain and environmental health
- 3) Financial Management and Business Planning
 - a) Managing family finances
 - b) Being cautious in borrowing and saving
 - c) Starting a business
- 4) Child Protection
 - a) Efforts to prevent violence

and misbehavior in children b) Abandonment and exploitation of children 5) Social Welfare a) Services for persons with severe disabilities b) The importance of the welfare of the elderly. The purpose of holding FDS training activities for PKH participants is as a learning medium for PKH participants, in this case mothers as family economic regulators, to help poor families being able to change for the better, both in terms of human resources and economic point of view. This activity also aims to make the participants more confident in social life and more independent, even though the PKH program is no longer helping them with cash assistance support.

However, based on the analysis of data collection, it shows that many beneficiary families are still lacking and in need to be understood more because their developments continue to change, namely related to financial management, child care and mentoring, to entrepreneurial motivation. Out of 120 informants who participated in the online survey, the researcher cross-checked the 30 informants. Based on the results of the interview, it shows that especially during the Covid 19 pandemic, parents always lose sight of the time to accompany learning by having to work because a lot of parental work is shifted or even lost. This condition makes parents very unfocused, especially in learning assistance. Then, financial management and entrepreneurial motivation are two things that are interrelated since both are sourced from income and capital. Beneficiary families still find it difficult to manage finances, because there is a number of needs that still cannot be covered. This underlies the family to shift the paradigm of doing business to additional income. However, the capital always stops from doing so, that these two become bottomless pit. The Empowerment score has important policy applications. It can be used as a variable in policy and programme evaluations and to identify not only those who make or do not make a certain choice, but also individuals who do not value making those choices and if they might be conforming to social norms. In this way, the tool can assist in directing government attention to work with marginalised groups in making choices they want to make rather than pressing them into making choices that they do not value [20].

Meanwhile on the other hand, whereas on the other hand, it was conveyed by this which later contradicted what was conveyed which described the objectives of empowerment which included various improvement efforts as follows:

1. Educational improvement, in the sense that improving education through empowerment is not limited to improving materials, methods, place and time as well as the relationship between facilitators and beneficiaries, but more importantly education improvements are able to foster a lifelong spirit of learning.

2. Improved accessibility, with the growth and development of a lifelong spirit of learning, it is hoped that it will improve accessibility, especially regarding accessibility with sources of information or innovation, sources of financing, providers of products and equipment, marketing institutions.
3. Improved actions, armed with improved education and improved accessibility with a variety of better resources, are expected to be able to take better actions.
4. Institutional improvements, with corrective actions taken, are expected to improve institutions, including business partnership networks.
5. Business improvements, with improvements in education, accessibility, activities and institutional improvements are expected to improve the business that is being carried out.
6. Improvements in income, with business improvements made, are expected to be able to improve the income earned including family income.
7. Environmental improvement, income improvement is expected to be able to improve the environment both physically and socially because environmental damage is often caused by poverty and limited income.
8. Life improvement, income levels and improved environmental conditions are expected to improve the living conditions of every family and community.
9. Betterment of the community, a better life condition, which is supported by a better environment (physical and social), it is hoped that a better community life will be realized.

Thus, this activity becomes one of the activities that are endeavored to change the mindset by providing material materials by PKH Facilitators. The materials provided are based on modules that have been prepared from the Ministry of Social Affairs. However, it turned out that the implementation of these activities still experienced several complaints from beneficiary families. Of the 120 respondents indicated that there are still several obstacles that indicate their current level of understanding or what is called literacy skills, namely difficulties in understanding the material. As mentioned above, the material presented by the companion was very diverse. However, there are still many families who have difficulty understanding the material. This is shown by the statement of the beneficiary's family that it is difficult to recall the material that has been conveyed. In addition, time constraints limit beneficiary families in learning. Then the results of the analysis from the questionnaire which were strengthened by

the focus group discussion activities carried out showed that some families found it easier to understand something by listening directly. Given that the educational and social backgrounds of the beneficiary families are at the lower middle level. So that the willingness to study independently is still lacking. This is indicated by the absence of an application that supports errors to be able to add insight and information. Besides that, the tendency is to still ask questions directly to people around. Although at this time searching for information is not limited to space and time. On the other hand, it is felt that the media and methods used by the PKH assistant have not yet generated enthusiasm and willingness to learn. The results of the discussion conducted showed that some of the assistants were still using classical methods without adding other learning innovations based on the adult approach. The material presented is still repeated and some terms are not understood by the learning community. As is well known, the need for this approach can provide space to be closer to the learning community, in this case the beneficiary family. Regarding the media as a means of learning which is not yet diverse, so many say that when delivering the material it is easy to get bored. This was also reinforced during the discussion that not all facilitators used interesting learning methods, so that many beneficiary families often experienced boredom and had difficulty understanding the material presented. In addition, cross-checking the data carried out by PKH Facilitators which also strengthens the information that so far PKH Facilitators have not developed materials tailored to the needs of the group, because the focus is on the modules provided. On the other hand, the Role of social capital to build independence of family by adopting cultural values, trust, reciprocity, participation, communication system, and venture networks of beneficiary households. This is caused by the relevance of social bonding, social bridging, and social linking carried out by beneficiary families. To conclude, livelihoods choice of beneficiary families by employing social capital becomes strategic and productive opportunities to empower independence among poor households as the beneficiary of PKH [22].

However, the Family Development Session activities that have been carried out also provide benefits, there are families receiving benefits, including the achievements of the activity program in terms of education in the form of increasing educational participation, increasing family awareness about the importance of education. In the health component, it has an effect in the form of increasing health awareness in the form of the importance of fulfilling nutrition, monitoring growth and development from the womb until the child is born and grows. The research result from showed that judging from the positive impact, ex Beneficiary families have experienced changes for

the better, especially in the economic sector, and also education [3]. However, there has not been any change in the health sector due to this informants of former Beneficiary Families are recipients of assistance in the field education. Although the negative is the lack of compliance with the former Beneficiary Families when they become participants on educational commitment. In terms of welfare in the form of reduced family expenses and efforts to meet the needs of the elderly and lighten the burden on family expenses. Achievement of independence in the form of economic independence in meeting the needs of components and business development. The program services provided have been very good in their implementation. PKH provides great support significant for family so as not to “produce” the next generation who are malnourished and uneducated. This program also provides job opportunities for scholars in the area to be involved in this activity. Until 2012, PKH absorbed almost 10,000 workers as facilitators, operators, coordinators of the area, who have filled by young workers who graduated from various universities [27]. This can be seen from the facilities and materials provided that are very helpful for PKH aid program recipients.

5. Conclusion

Program Keluarga Harapan is one of the government's efforts to reduce poverty in Indonesia. This program is one of the empowerment efforts, because it does not only focus on providing assistance, but also more on efforts to change the mindset of the community. Therefore, people can be more empowered and improve their standard of living. Family Development Session (FDS), one of the family hope program activities as community education, is expected to be able to change the quality of society, so that they can independently improve their standard of living. The Family Development Session program is a form of non-formal education for families. Based on an online survey related to the literacy abilities of beneficiary families, it shows that there are some significant materials, but are still not understood well, including those related to childcare and learning assistance, financial management and entrepreneurial motivation. On the other hand, the implementation of FDS gives an understanding that there are still several obstacles, which implies the needs of the learning citizens themselves, namely learning citizens who still have difficulty understanding the material presented. The indicator is that learning citizens still have difficulty remembering the material presented and also the classical methods that are still used in finding information. The results of the analysis show that the media and methods used are not all based on the adult approach, given that not all hope family program companions understand this one learning approach

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