



Social Assistant Communication Strategy in Family Capacity Building Meeting (Pertemuan Peningkatan Kemampuan Keluarga (P2K2)) Family Hope Program (Program Keluarga Harapan (PKH)) in Toba Regency

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Abstract

The aim of this study is to know the communication strategy applied by the Social Assistants in P2K2 PKH in Toba Regency. P2K2 participants with a low educational background and their socio-cultural context require the right approach. The research was used a qualitative approach with descriptive methods. Collecting data use interview techniques, observation and documentation. The research subjects were Social Assistants, PKH Coordinator and P2K2 participants in Toba Regency. The criteria for informants from the Social Assistants were experienced in implementing P2K2. Meanwhile, the criteria for informants from KPM were participants who were still active as recipients of PKH assistant and attended P2K2 every month. The results showed that the Social Assistants in Toba Regency delivered material by considering the educational, social and cultural backgrounds of the participants. The communication strategies applied by the Social Assistants in P2K2 were: 1) delivering material by combining Indonesian and regional languages; 2) delivering material in simple language; 3) terms in the module that are considered difficult was explained in easy way to understand; 4) dealing with P2K2 participants as their own parents. P2K2 administering institutions need to improve the competences of Social Assistants, especially in the aspect of communication through education and training. In addition, the preparation of modules, smart books, brochures, posters, films and other learning media needs to develop by considering the educational background and the socio-cultural context of KPM.

Keywords: *Communication Strategy; Social Assistant; Family Capacity Building Meeting (P2K2); Family Hope Program (PKH); Beneficiary Family (KPM)*

1. Introduction

Communication has a very important role in the development of the Indonesian nation, where the number of poor people is still very large. Government programs that have been prepared and planned as best as possible, if not accompanied by the right communication strategy, will have an impact on the results that are not maximized.

The poverty rate in Indonesia in March 2020 according to the Central Statistics Agency (BPS) amounted to 26.42 million people or 9.78 of the total population (<https://www.bps.go.id>). There was an increase in the poverty rate in September 2019 of 1.63 million people. This increase occurred in the the covid-19 pandemic that hit the world economy including Indonesia. This problem requires the government to work harder for the creation of a prosperous society.

The Family of Hope Program (PKH) is one of the government programs through the Ministry of Social Affairs to address poverty problems. The development of pre-prosperous populations called Beneficiary Families (KPM) PKH will be less effective if they only provide funds to meet their daily needs. assistant received is likely to be used inappropriately. The misuse of PKH assistant was the finding of Tirani (2017) in his research, where one of the causes was some obstacles in communication. Socialization and meetings have been carried out every month, but there are still KPM who do not understand the benefits and purposes of providing assistant. Another problem that might occur if KPM PKH does not understand the purpose of assistant, namely dependence, which causes laziness. Therefore, it is necessary to have effective communication between the government as the program maker and the pre-prosperous families as the target of the program. Communication in PKH is not just socializing programs related to aid distribution, but also persuading KPM through group meetings which is called the Family Capacity Building Meeting (P2K2) to bring about the behavior change. In other words, P2K2 is carried out to build participants' lives through knowledge.

P2K2 in other terms it is called *Family Development Session* (FDS) in the form of group communication, is a study group that aims to accelerate changes in the behavior of KPM PKH, led by Social assistant, and conducted once every month (<https://jdih.kemsos.go.id>). This is related to communication science. Samovar et al (2014: 17) argues that one of the functions of communication is to influence the behavior of others. This opinion is the same as the opinion of Devito (2011: 32), that communication aims to change the attitudes and behavior of others.

After participating in P2K2, participants' knowledge increases and is useful for improving life functions so that welfare can be realized. Nainggolan and Susantyo (2017) argue that P2K2 is carried out as a strengthening of the functioning of KPM, by forcing them to behave productively. Strengthening the functioning of KPM PKH can be said as a concept of empowerment. The empowerment paradigm emphasizes the participation of the community as agents of development. Empowerment is an effort to increase the community's ability to escape the traps of poverty and underdevelopment. KPM PKH should not be treated only as an object of development, but should be encouraged and motivated to become the subject or actor of development for the realization of a developed and prosperous nation. P2K2 is very appropriate to do to empower participants to get out of the poverty trap. This effort was carried out by educating KPM PKH through learning materials that had been prepared by the Ministry of Social Affairs. The author considers the need for an appropriate approach from communication science in implementing P2K2 given the low educational background and socio-cultural context of the participants.

This research was motivated by the low education level of P2K2 participants, so it needs the right strategy by the Social Assistants in delivering the material. KPM PKH as P2K2 participants are pre-prosperous families with low educational backgrounds. This understanding is acknowledged by Dilla (2012) by saying that people with low socio-economic status are illiterate people. This problem was experienced by Roberto at al (2016) in his research on outreach on the Vasectomy Family Planning program for the urban poor in Makassar, that the low education of the community is one of the obstacles to the communication process. Poverty results in underdevelopment and has a domino effect on other aspects of life, for example poor knowledge, poor information, poor skills, and others.

The social and cultural backgrounds of P2K2 participants also play a role in P2K2 communication. Social assistant are required to know and understand the life of the participants well so

that a good relationship can be established. The objective of P2K2 will be hampered if the participants do not understand the message. Therefore, the social assistant as a communicator should implement appropriate communication strategies so that the messages conveyed are able to change the attitudes and behavior of the communicants. Based on the above problems, the authors are interested in conducting research with the title “Social assistant Communication Strategy in Family Capacity Building Meeting (Pertemuan Peningkatan Kemampuan Keluarga (P2K2)) Family Hope Program (Program Keluarga Harapan (PKH)) in Toba Regency. The focus of the problem in this study is on how communication strategies are applied by Social assistant in PKH P2K2 in Toba Regency. Related to the focus of the problem, the purpose of this study is to analyze the communication strategy of Social assistant in PKH P2K2 in Toba Regency.

2. *Methods*

This research uses a qualitative approach with an interpretive descriptive method. From the various definitions of qualitative research that exist, Moleong (2017) suggests that qualitative research is research that seeks to understand the experiences of research subjects in the form of behavior, perception, motivation, action, etc., holistically described in words or language. , in a special context that is natural and uses various natural methods. The experience of the research subject is a truth or fact that becomes a finding. According to Sugiyono (2017) qualitative researchers should know very well the research subjects as data sources so that interactions need to be carried out through in-depth interviews and participatory observation.

The subjects of this study were Social Assistants, District PKH Coordinators, and KPM PKH in Toba District. The research subjects were 14 (fourteen) people (9 Social Assistants, 1 District PKH Coordinator, and 4 KPM) but the results of an interview with an informant were forgotten to record. The research subjects located in Toba Regency, precisely on the Toba Regency Social Service were determined together with a contact person, namely the District PKH Acting Coordinator who was also one of the informants. The criteria for informants are Social Assistants who have experience in carrying out mentoring tasks in P2K2 and active PKH KPM.

The research data collection was carried out by using in-depth interview, observation, and documentation techniques. Interviews were conducted by structured interviews, in which the informants were asked questions regarding the communication strategy applied by the Social Assistants in the implementation of P2K2 in Toba Regency. Since the research was carried out during the Covid-19 pandemic, interviews with Social assistant informants were conducted through zoom meetings, on June 17, 18, and 19, 2020. There was a problem during the interview via zoom meeting, namely disruption of the internet network and forgetting to record. The researcher did not remember to record the results of the interview with an informant named Ernawati Manurung. Interviews with KPM were conducted face-to-face on June 25, 2020 in the hall of the Head Office of Lumban Pea Village, Balige District. Observations in the field were delayed due to the Covid-19 pandemic situation. In order to make observations in the field, researchers must take a rapid test that is proven by a certificate of not being infected with the Covid-19 virus. Observation in the context of data collection is carried out through observation and sensing. The researcher conducted non-participant observation, that is, he did not fully act as a participant during the P2K2 implementation. The researcher observed how the communication strategy applied by the social assistant, then how was the response and participation of KPM in the meeting. Documents are records of past events. The document in question is an official document related to P2K2 PKH. Documentation is used to strengthen the data obtained by researchers. The documents used as data sources in this study are written documents and archives related to the research topic, namely those related to PKH, especially P2K2 PKH, Social assistant data in Toba Regency, and KPM data at the research location.

Data analysis was performed using data reduction techniques, data presentation, then taking a conclusions and verification. Data reduction is done by selecting the main or important things that are in accordance with the focus of the problem being studied. After that, the presentation of the data is done in a narrative or text description. Conclusions were drawn in the form of research findings related to the communication strategy implemented by the Social Assistants in P2K2 PKH in Toba Regency. Meanwhile, checking the validity of the research data was carried out through triangulation of sources. Comparison informants on the data obtained were 1 District PKH Coordinator and 4 KPM.

3. Result

There are 28 people Social assistant assigned in Toba District, spread across 16 sub-districts. From those, the main informants of this study were 9 people, but the results of interviews through zoom meetings with an informant were not recorded. A total of 8 people are educated S1 and 1 person D3. Based on the level of education of informants should be directly proportional to the competence in conducting KPM assistant.

Informant Samuel Tambunan is well aware of the condition of KPM with low education, so it needs the right approach. When a question about the strategy implemented in P2K2, Tambunan answered:

“First, what is considered from the KPM is related to low education, so don't use terms that hard to understand for them. So just get on with the things they often encounter at home, family, or their environment. It is better to be inclined to the language they speak everyday. Second, they get bored quickly. In response to that, the facilitator did a lot of games or games that could liven up the atmosphere. Another thing that really needs to be considered is about language. The use of Indonesian in Balige is still rather rare so the facilitator uses the Toba Batak language more.”

Not much different from the opinion expressed by Pesta Juli Tambunan, that Social Assistants should not use difficult terms, and need to understand the socio-cultural context of KPM. Questions about the communication strategy implemented, Pesta Juli Tambunan answered:

“We live in the Toba area where the majority of the population is the Toba Batak tribe, when in the P2K2 module there is a term that is difficult for the KPM to understand, we try to convey it in the local language, namely the Toba Batak language but do not run away from the concept of the module, so that KPM understands what we are conveying.”

To obtain more in-depth information, the researcher asked the question: "Ito (a call between men and women of the same age in the Toba Batak tribe) as a messenger, what are the preparations for achieving the goal?" Pesta Juli Tambunan stated:

“For example, if we want to deliver the Health module, before we have a meeting, we must first read the module. If there are words or sentences that I think the person doesn't understand, I try to convey them in a language that the KPM understands, because the KPM has less than average knowledge, then I need to prepare at home.”

Based on this recognition, Social Assistants need to prepare themselves carefully. Effective communication occurs when the KPM understands the message received correctly so that it is expected to change attitudes and behavior. Further Pesta Juli Tambunan said:

“The mindset of KPM is different, in order to understand the material, I personally make cartons to make them attractive to them. On one occasion, when the material was delivered using

language like in the module, they were silent as if they did not understand. All I do is try to explain it in simple language.”

At first, Tohom Simatupang addressed the question of communication strategy in P2K2 differently. This informant said:

“So, in group meetings we first make an opening, attendance, then enter the material. Then in the middle of the meeting we do ice breaking so we don't get bored. We involve members in participating in activities. For example, in terms of saving material, we include them to count, how to borrow properly, how to increase savings, and where this saving will go. so that's it sir. ”

Researchers are trying to find deeper answers, then ask questions:

“What preparations did Bang Simatupang do to convey the material well? ” Tohom Simatupang answered:

“The preparation, at home we learn first and understand well what modules we will deliver. Next we prepare the necessary equipment. For example, in terms of understanding the child's behavior, we first understand the module and then we convey it in simple language.”

This informant admitted that he had experienced difficulties in understanding the terms conveyed and then asked the Social Assistants. To solve this problem, the Social Assistant tries to explain again in simple language that is easy for the participants to understand. After being explained, the participants were asked again if they understood.

Ayana Panjaitan said that carrying out tasks in P2K2 was quite pleasant and responded well by the participants. This informant claimed the impact of first aid was very real. Related to communication strategy in the implementation of P2K2, the informant replied:

“The method is, Sir, we adapt it to everyday language, according to the Batak language. Because there are also our KPM who are elderly, so we convey it in a language that is easy to understand by KPM. The P2K2 participants that I assisted have on average had a junior high school education, Sir, some are in elementary school, and some are not in school.”

Furthermore, it was said that the KPM assisted by an average of junior high school education, elementary school, and some who do not go to school. Elderly participants need a special approach in delivering material, namely by using language that is easy to understand. Ayana Panjaitan says:

“We convey it in easy to understand language. We talk like brothers. We do not force the person concerned to record or read, only recommended to remember and practice or practicing.”

Informant Rosanna Farida Situngkir considered it very important to adjust to the situations and conditions of the participants. Serving as a Social Assistant since 2015 made this informant quite experienced. It is said that:

“In P2K2, we present many modules with different characteristics of the people; different educational backgrounds, family backgrounds, and economics. We must be able to adjust to KPM so that the goals of P2K2 are well achieved and can be accepted by KPM and applied in everyday life, namely changes in their attitudes and behavior..”

Questions about communication strategies in delivering material to P2K2 participants so that messages are conveyed properly were answered by this informant by saying:

"First, we must use language that is easily understood by KPM. Batak language, right Sir! KPM understands Batak more than Indonesian. So actually we mix Batak language and Indonesian language. We also pay attention to terms that are difficult for them to understand. We try to convey them in Batak, because not everyone understands Indonesian terms. Depends on age too sir."

Husaeni Ridha Rajagukguk acknowledged the importance of comfortable communication in P2K2. These informants make this happen by considering the participants as parents, then through a cultural approach. Husaeni Ridha Rajagukguk said:

"We face people who we think of as our parents. Communication should be made as comfortable as possible. For example, because in our area there are Batak clans, so our communication can be carried out according to the local culture."

The communication strategy expressed by Husaeni Ridha Rajagukguk to build effective communication with P2K2 participants was slightly different from other informants, namely through practice and mentoring by the group leader. This informant said:

"Caranya dengan komunikasi dan di modul-modul itu kan ada diajarkan praktek. Mereka suka belajar dengan praktek. You do this by communicating and there are the practice that taught in the modules. They like to learn by practice. For example washing hands, if I just explain it I think it's not effective, but if it's practiced right away it will make it easier for them to understand. If there are participants who cannot read, we ask the group leader to accompany them, or their friends or neighbors who are also PKH members. We also teach them to maintain cohesiveness."

Melda Silaban chose to visit directly to the participants who had difficulty capturing the material, not asking for help from other participants or the group leader. Regarding the communication strategy in P2K2, this informant answered:

"When I was doing P2K2 and there were participants who had difficulty capturing the material, I took Ito's approach. I went to the KPM house and communicated by repeating the material that had passed so that it gradually understood it. I also make games during P2K2 so they don't get bored. I also used modules, flipcharts, and videos that were shown in front of P2K2 group members. The area that I accompany with uses the Batak language, therefore if there is a term that is difficult for KPM to understand, I try to explain it in Batak language, and the material studied at that time we also relate it to the local Ito culture."

Not different from other informants, the material was delivered in simple language and could be understood by the participants. Terms that are considered difficult, are explained as simply as possible, even conveyed in the Toba Batak language. P2K2 materials were also delivered with due regard to the local socio-cultural context.

Swandi Ferdinan Tambunan also conveyed the importance of explaining terms that the participants considered less understood in simple language, and using local languages if necessary. This informant said:

"Well sir, we usually ask them. The point is we involve them because most of the material in the module is what they have experienced. So we also dig information from them. It is such we are not the main source. We have a discussion with them. When there are terms in the module that are

difficult for the participants to understand, we usually simplify them, and often use the Batak language. Many of our KPM are also old. So that, to catch the material, we adjust to the conditions of the KPM. Some cannot read and write sir. We keep helping them. We ask the group who can't. I experienced it when I was just on duty. I asked a mother to read a flipchart, but she was shy. It turned out that the mother couldn't read. As a result, the mother feels a little insecure. We direct it to other assistant to understand it. Henceforth, we no longer designate individuals but invite them to read together.”

Table 1. Categorization of Research Findings on Social assistant

No	Informant Name	Communication Strategy in P2K2
1	Samuel Tambunan	<ul style="list-style-type: none"> - Do not use terms that are difficult to understand - Using everyday local language, namely the Batak language - Doing games or ice breaking
2	Pesta Juli Tambunan	<ul style="list-style-type: none"> - Delivering material using the local language, namely the Batak language - Explain difficult terms in simple language - Prepare yourself about mastering the module material
3	Tohom Simatupang	<ul style="list-style-type: none"> - Learn and understand the material well - Prepare the necessary equipment - Delivering material in simple language
4	Ayana Panjaitan, S.Pd	<ul style="list-style-type: none"> - The material is delivered according to everyday local language, namely the Batak language - Use language that is easy to understand
5	Rosanna Farida Situngkir, S.Pd	<ul style="list-style-type: none"> - Using language that is easy to understand by KPM - Combines the use of Indonesian and Batak languages - Explain terms that are difficult for KPM to understand in simple language
6	Husaeni Ridha Rajagukguk, S.Si	<ul style="list-style-type: none"> - Consider participants as parents, - Take a cultural approach
7	Melda Silaban, A.Md	<ul style="list-style-type: none"> - Went to the house of the KPM who had difficulty capturing the material - Do a games to make the meeting interesting - Combine the use of Indonesian and Batak languages, especially if there is a term that KPM does not understand
8	Swandi Ferdinan Tambunan, SS	<ul style="list-style-type: none"> - Have discussions with the KPM - Explaining terms in modules in simple language - Adjust the condition of KPM, such as elderly people who can not read and lack of hearing - Using Batak language
9	Ernawati Manurung (interview is not recorded)	<ul style="list-style-type: none"> - interview is not recorded

The researcher then interviewed Rammen Sinaga who served as the acting coordinator of the PKH Toba Regency to compare or test the validity of the data submitted by the Social Assistants. Questions about the communication strategy applied by the Social Assistants in the field, given that P2K2 participants had low education, were answered by saying:

“It's actually more about what they feel. If it's an experience, they're much more experienced than we are, for example about education and childcare. We need to understand how they feel, and that's where we tell stories. For example, a child who doesn't want to go to school. Then the communication strategy is to put a position on what they feel. Then, it is common to use local

language and with simple language in delivering materials to be more efficient sir. We also sometimes have to make jokes. If the participants are happy, sometimes the material is easier to convey. If it's too serious, KPM will be afraid to ask questions. The module must be read and understood, then searching the internet about the material we are preparing.”

Similar to what was conveyed by the Social Assistants who were the main informants of this study that the approach applied to convey the material was carried out using simple language, using local languages, the importance of thorough preparation before implementing P2K2. This informant emphasized the importance of introducing the participants. Social Assistants need to position themselves in what KPM feels.”

The communication strategy implemented by the Social Assistants was felt, observed, and experienced by P2K2 participants. Based on interviews conducted with 4 KPM people, it can be said that they understand the material presented and it is useful for life. Ibu Mariana Siahaan (42 years old and last graduated from high school) said:

“*Molo marsiajar adong do sipata naso niantusan. Dungi nisukunma, dungi dipatorang halaki ma dangan, sipata marbahasa Batak.*” Meaning: sometimes something is not understood when studying. Then they were asked, and explained by the Social Assistant, sometimes using the Batak language. Informants trust in Social Assistants and good teaching methods, and experience compatibility with them

Surti Sianipar (43 years old and last education was high school) also suggested that experienced until now P2K2 had a good impact on the lives of pre-prosperous families who joined the PKH, saying “P2K2 impact is very good, *mambaen* (become) enthusiastic, and can manage finances and the economy. ” The material presented can be understood well because the assistant delivers it in language that is easy to understand.

Santi Tampubolon (54 years old and last education was elementary school) said P2K2 as a very interesting group meeting, besides being able to learn about materials related to daily life as well as an opportunity to meet and share with other participants. Information conveyed by Social Assistants in P2K2 can be understood. The language used in P2K2 is easy to understand, even the delivery of the material is done by mixing Indonesian and Batak languages. If something is not understood, there is no fear or hesitation to ask questions. Regarding the delivery of material by the Social Assistant, the informant stated:

“*diantusi, dang pola bingung, jala torus diajari*”, meaning: understandable, not confused, and continuously taught.

Last, Yunita Pangaribuan (43 years old and last education was elementary school) said that there were no significant difficulties in face-to-face in P2K2 because the assistant taught in Batak and Indonesian. The Social Assistant always uses language that is easy to understand. In addition, learning media, such as pictures and videos, are also used to make the material easier to understand.

Field observations were made on June 25, 2020. The meeting was conducted following health protocols because it is still in a COVID-19 pandemic situation, in the form of measuring body temperature, washing hands, wearing masks, and maintaining distance. Based on observations on the implementation of P2K2 in the office hall of the Head of Lumban Pea Village, Balige District, it was found that the Social Assistants delivered material in simple language, also by combining the use of Indonesian and Batak languages. There is good interaction between the Social Assistants and the P2K2 participants who are attend. Participants seem to be enjoying the meeting and following the steps to completion.

Researchers before conducting a meeting with KPM at P2K2, first met the Head of Social Service of Toba Regency, Rajaipan Sinurat M.Kes. Rajaipan stated that the number of KPM PKH in Toba Regency is at the third level at least, after Pakpak Bharat Regency and Sibolga Municipality, and until now the number of KPM has never exceeded 5,000. PKH Toba was given an award by the Ministry of Social Affairs through the Director General of Social Protection and Security as the Regency with the highest independent graduation (quit as KPM PKH) in 2018, to be precise on December 12 2018. It was further said that the distribution of PKH assistant before the Covid-19 pandemic was carried out through the community. The objectives are: to bring the government closer to the community; to what extent is the development of KPM awareness; and that there is social control of the sub-district and village governments.

The results of observations made by researchers in the field showed that communication in P2K2 was going well. Participants participate in the meeting enthusiastically and carry out instructions from the Social Assistant. The strategy applied by the Social Assistant, concerning communicators, communicants, messages, and the media is in line with the recognition of research informants who have been obtained through interviews. The material studied at that time was about financial management, that in order to manage money well, participants must be able to distinguish between a wants and a needs. PKH beneficiaries should prioritize their primary needs, not comply with their wishes. The large group is divided into several small groups, then they are asked a question or case to solve and then they are presented. Social Assistant seek to build an interactive group atmosphere, not monotonous or rigid. The meeting looked interesting, marked by smiles and laughter from the participants, especially when playing games.

Social Assistant deliver material not only with the lecture method but also by using supporting learning media, such as flipcharts, banners, laptops, video shows, handbooks. Participants were presented with video shows using laptops supported by loudspeakers.

4. Discussion

Communication strategy is planning management to achieve a goal (Dilla, 2012). This understanding is not much different from the opinion of Effendy (2017: 32) which says, communication strategy is a combination of communication planning and communication management carried out to achieve predetermined goals. Effendy (2017: 35-39) then says that the preparation of a communication strategy must be done by considering the communication components (communicants, messages, media, and communicators) as well as supporting and inhibiting factors for each component. Referring to Harold Lasswell's opinion (in Effendi, 2017) about the definition of communication, namely Who Says What In Which Channel To Whom With What Effect, There are five elements of communication, namely: communicator (communicator, source, sender), message, media (channel), communicant (communicant, communicate, receiver, recipient), and effects (effect, impact, influence).

The Social Assistant as the communicator appointed by the Ministry of Social Affairs should identify who is the communicant or recipient of the message in P2K2 so that it is able to make the right approach. The task of the Social Facilitator is not just completing or delivering all the material in the module, but should ensure that the message is understood by the participants. This understanding is emphasized by Effendy (2017) in several development communication strategies, namely:

1. Recognizing communication objectives;
2. Selection of communication media;
3. Assessment of the purpose of communication messages;
4. The role of the communicator in communication

Based on the results of interviews with informants as described above, there are several communication strategies implemented by the Social Assistants in P2K2 PKH in Toba Regency. In general, the informants suggested how to convey messages using the Toba Batak language. P2K2 material is delivered by combining Indonesian and Toba Batak languages. Social Assistants certainly have good reasons for implementing this strategy. Samuel Tambunan (informant 1) stated that the reason for combining Indonesian and Toba Batak languages was because the use of Indonesian in the assisted areas was rare. The colloquial language is the local language, namely the Toba Batak language.

Social Assistants convey messages by using or mixing Indonesian and Toba Batak languages. This strategy is very good considering that the participants are used to using the Toba Batak language every day in their interactions. This strategy is also implemented by Social Assistants in Ujungberung District, Bandung City. Utari (2018) through a study found that Social Assistants in Ujungberung District, Bandung City use the KPM regional language, namely Sundanese, so that messages related to PKH are conveyed in detail and are easy to understand.

The use of local languages in delivering material is a strategy with a cultural approach. The message will be easier to understand if the delivery of the message is adjusted to the social and cultural context of the communicator. Therefore, communicators should know the local social and cultural context. All informants in this study came from the same area as the P2K2 participants, so it can be said that they know social life and local culture. This condition is known by the Social Assistant, so that it often links the material being studied with the local social and cultural context.

Aw (2015) suggests that social and cultural values influence a person's behavior to communicate. Socio-cultural communication promotes equality between communicators and communicants. The social assistant who became the informant of this study had very well understood the social and cultural conditions of the recipient of the message so that the material being studied was integrated with the communicant's context. Social Assistants build equality with participants, even considering them as parents themselves. Husaeni Ridha Rajagukguk (informant 6) applies a socio-cultural approach by considering participants as parents and trying to make communication as comfortable as possible.

A total of three informants (Tohom Simatupang, Ayana Panjaitan, and Rosanna Farida Situngkir) implemented a communication strategy: delivering material in simple or easy to understand language. This strategy is in accordance with the opinion of Suryanto (2017) regarding the requirements for messages to be conveyed precisely to the target, namely communicators and communicants both understand the message. The purpose of communication will be hampered if the Social Assistants and P2K2 participants have different understandings of the material. So it is necessary to recognize and understand the situation and conditions of the recipient of the message. Mughofar et al (2018) finds the importance of considering the context of the speech situation in P2K2 where the participants are low in economic. The speech acts that are applied are directive speech acts in the form of orders, requests and suggestions. The directive speech act is a persuasive act by the Social Assistants so that P2K2 participants do what they say. The directive's speech acts should be supported by the delivery of the message clearly. In other words, P2K2 participants will do utterances if they understand the message well. In line with Effendy's (2017) opinion previously mentioned about development communication strategies, recognizing communication goals is very important. Therefore, the role of Social Assistants is very necessary to achieve the goals of P2K2.

The theory of the Elaboration Likelihood Model (ELM) theory emphasizes the importance of motivation and thinking skills of the communicants. The higher the motivation, the more critical and serious the information processing tends to be. Conversely, the lower the motivation, the lower the desire to process information. The situation and condition of the communicant greatly affects the motivation and ability to process the messages received. ELM theory examines the importance of motivation and the

ability to process messages; to think critically is called the central route and uncritically called the peripheral route (Littlejohn, 2009). Thinking centrally will cause permanent change in attitude to influence the behavior of the communicant. On the other hand, the peripheral routes cause changes that are temporary in nature and less influence the behavior change. The elements of motivation, namely: personal involvement or relevance to the topic; dissent; and a tendency to think critically. If the communicant has the ability to processing and evaluating the message will use the central route. Conversely, if the recipient of the message does not have the ability to process it will use a peripheral route.

The objectives of P2K2 will be maximized if participants have high motivation to seriously attend meetings every month, and try to implement the material received. Referring to the factors that influence message processing motivation in ELM theory, the most likely one is personal involvement or relevance to the topic. However, the element of disagreement and the element of critical thinking tendency remains valid or influences even though it is not too big. The material outlined in the P2K2 module is very relevant to the personal lives of P2K2 participants, it is even an aspect of life that has been, is being, or is about to be experienced. Module material studied in P2K2 is closely related to the lives of P2K2 participants, namely: Child Care and Education; Financial Management and Business Planning; Health and Nutrition; Child protection; and Social Welfare: Disabilities and the Elderly.

P2K2 participants will experience changes in attitudes and behavior if effective communication is established. Pauley (in Liliweri 2015) said that the main responsibility of a communicator lies in the creation of effective communication, not just sending messages. Thus what should have happened in P2K2, the task of Social Assistant is not just completing the material, then forgetting the effectiveness of the delivery of the material.

Considering the condition of participants who have a low educational background, it is natural that the delivery of material is done in simple language or easy to understand. Ayana Panjaitan (informant 4) understands very well the situation of P2K2 participants where some of them are elderly, and the participants are on average lowly educated (JSS, elementary school, and some are not). Likewise Swandi Ferdinan Tambunan (informant 8) understands the condition of participants where some of them can not read and write, so it must be prepared so as not to be minder or embarrassed. This informant overcomes this by inviting all participants to read together.

Four informants (Samuel Tambunan, Pesta Juli Tambunan, Rosanna Farida Situngkir, and Swandi Ferdinan Tambunan) said that the terms in the module were considered difficult to explain in language that was easy to understand. This strategy is one of the requirements for a good communicator according to Harold D. Lasswell (in Tatang, 2016), namely "compiling the content of the message to be conveyed so that it is easily understood by the recipient". Delivering material in language that is easy to understand is a strategy in terms of credibility and authority.

The credibility of the Social Assistant will be good if it is able to build effective communication with participants. This will create awareness and desire to take part in the meeting seriously so that there will be changes in attitude and behavior. As officers appointed by the Ministry of Social Affairs, Social Assistants are given the authority to create and innovate in implementing P2K2. Intelligent communicators are communicators who know who the recipient of the message is, understand the message to be conveyed, then know how to convey the message. Samuel Tambunan (informant 1) knows the recipient of the message in P2K2; their educational, social and cultural backgrounds, so that they should not use terms that are difficult for the participants to understand. Therefore, according to the Pesta Juli Tambunan (informant 2) it is necessary to prepare before implementing P2K2, so that they know what terms the participants might not understand.

Kholil at al (2017) found problems in community development communication that low human resources as development communicators have an impact on the difficulty of changing the traditional communicant paradigm to the modern paradigm. This problem could have occurred in P2K2, if the Social Assistant did not improve competence and made thorough preparations before implement the mentoring. Pesta Juli Tambunan (informant 2) stated that Social Assistants need to prepare themselves carefully, namely mastering the material to be delivered to KPM which generally has a traditional paradigm. Good preparation has an impact on conveying the message well too. Terms or words that are considered difficult to understand by KPM can be manipulated properly so that information is conveyed properly. Tohom Simatupang (informant 3) also implemented this strategy that the Social Assistants should understand the material to be delivered. Careful preparation needs to be done, not only from the point of view of the communicator, but also preparing the media to be used. In line with this, Hendri (2019) emphasizes the importance of the expertise of a communicator, it is even one of the assets that must be owned, so that the message is conveyed properly. The expertise of the communicator will build credibility and then create a good impression on the recipient of the message (persuade) and increase the chance for changes in the attitudes, opinions and behavior of the communicants.

Alfi (2018) found that Social Assistants are often trapped by communication barriers so that they have an impact on the achievement of P2K2 goals. Participants tend to be closed off and find it difficult to accept the information presented. Effective communication in P2K2 is established if the material received is understandable and participants wish to apply it. Failure to understand the participants results in obstruction of P2K2 objectives. Effective communication is communication that is able to produce attitude change in others (Najib, 2015). To achieve effective communication, the communicator should convey information that is clear, complete, and well understood and understood by the communicant.

Conclusion

The results showed that the communication strategies implemented by the Social Assistants in Toba Regency were: 1) delivering material by combining Indonesian and Local languages (Batak Toba); 2) deliver material in simple or easy to understand language; 3) terms in the module that are considered difficult to explain in easy to understand language; 4) consider P2K2 participants as their own parents.

Social assistant assigned in Toba Regency, specifically the source of this research data understands very well the situation and conditions as well as the socio-cultural context of P2K2 participants so that it becomes a consideration for them in delivering the material. The P2K2 participants who come from pre-prosperous families and have low educational backgrounds are seriously recognized by the informants. In terms of communication science, it can be said that the introduction of Social Assistants as communicators to P2K2 participants (communicant) encouraging them to choose the right strategy in conveying the message. In other words, the competence of Social Assistants in Toba District is good enough in realizing the goals of P2K2.

Suggestion

Based on the research results above, it can be seen that communication is very important in P2K2. Therefore, increasing the competence of Social Assistants, especially in terms of communication with KPM, needs to be improved in education and training (*Diklat*). In this connection, the material contained in the module on communication science needs to be maximized. Finally, the preparation of smart books, brochures, posters, films and other supporting media for learning to be done by considering the context of the participants.

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