The Welfare of The Family Through Management and Communication Patterns of Social Companion

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Abstract

Every human being needs communication as the right pattern to solve problems in every activity. Communication must be owned by every individual in order to portray a human being who is free and has the freedom to express opinions. The purpose of this study is to describe how social companion performs family ability improvement activities in the midst of obstacles in the activity. With a good and effective communication pattern in the family's ability improvement activities should be used as a potential to overcome the problem, both existing obstacles are used as opportunities. Communication can increase the extrinsic motivation of the recipient of social assistance. The message is there and packaged in improving family capabilities. This research is qualitative research where research that is descriptive and tends to use analysis. Processes and meanings (subject perspectives) are highlighted in qualitative research. The researcher conducted interview activities to the Balige Subdistrict Social Companion at the Toba Regency Social Service office and participated in the implementation in Balige Subdistrict twice. Special findings from the companion side will be juxtaposed with the theories of social barriers as stated above, this is to see the extent of the obstacles that occur in communication that occur in the implementation of the Family Capability Improvement Meeting. A particular finding on the beneficiary side of social assistance is to see if communication by social escorts has been effective or successful. These communication patterns, whether it has had an impact in their daily activities and juxtaposed with effective communication theory.

1. Introduction

Communication is the most important thing in the delivery of information, in the communication activities of the giver and receiver of information must understand and implement or provide feedback on the information that has been obtained. Effective communication can occur when each party both receiver and informer can overcome communication barriers, each obstacle can be used as a new communication media.

Every human being needs communication as the right pattern to solve problems in every activity. Communication must be owned by every individual in order to portray a human being who is free and has the freedom to express opinions, as an independent human being (Ariawan, K. Kristyana, and Wahyuni).

The Family Hope Program is one of the programs of the Ministry of Social Affairs to improve consumption patterns, living standards of underprivileged people, in whose activities the Ministry of Social Affairs assigns social assistance that has advocacy, guidance and teaching functions. Guidance carried out in the Family Hope Program is a Family Capability Improvement activity carried out by Social Assistance whose subject of empowerment and guidance is the beneficiary of the acceptance of the Family Hope Program social assistance.

The Family Capability Improvement Activity has a learning module that is divided into five (5) large modules namely Nutrition Health Module, Parenting and Education Module, Child Protection Module, Financial Management Module and Social Welfare Module (Van der Westhuizen and Koekemoer S. Kristyana et al. Simorangkir, Pakpahan, and Ariawan). The module was compiled by the Ministry of Social Affairs and intervened to social assistance through Family Ability Improvement Education and Training. Family Capability Improvement Activities conducted by Social Escorts to beneficiary families are carried out every month, and supervised by Social Workers with Special Tasks in each district.

Each Social Companion of the Hope Family Program after obtaining Education and Training from the Ministry of Social Affairs, each social companion must follow the social welfare personnel certification for social assistance whose educational background is not social welfare and the certification of social assistance social workers whose educational background is social welfare. Family Capability Improvement Activities carried out by Social Partners to beneficiary families basically have the same goal as the Sustainable Development Goals which are to improve the welfare and well-being of the community to improve the ability of the less able community in managing their daily lives (Oliver).

Family Ability Improvement Activities have interactions between social escorts and families' beneficiaries of such social assistance. These interactions lead to emotional closeness between existing parties. In this activity, there is communication between the parties concerned. Effective communication starts from mutual closeness and shared experiences between Social Companion and beneficiaries.

But in its implementation, many barriers in communication exist between social escorts and beneficiary families. Recipients of social assistance have different educational backgrounds and different ages. But the implementation is done simultaneously. The most obvious obstacle is that there are still social aid recipients who are still illiterate and unable to use Indonesian properly, in the context of this study the beneficiary community often uses local language. The implementation of modules carried out simultaneously, sometimes becomes an obstacle with examples when the implementation of health and nutrition modules, elderly beneficiaries are less enthusiastic, and the opposite applies when the social welfare module, elderly beneficiaries will be enthusiastic and young mothers less enthusiastic (Liu and Hallinger).

Another obstacle, is that the activity has modules that are very close to the life of the beneficiary community so that sometimes the beneficiaries feel bored and saturated in the activities of meeting the family's ability to improve. Social Companion must be present not to be a teacher for them, but to be a companion who provides assistance. The Beneficiary Family should be a source of learning for social assistance, because after and their life experience is the parent of the social companion. This obstacle must be solved by the social companion, where the social companion must be present and teach not as if teaching but accompanying in every learning process. The purpose of this study is to describe how social companion performs family ability improvement activities in the midst of obstacles in the activity. How the communication approach of the social companion, able to overcome the problem.

2. Method

This research is qualitative research where research that is descriptive and tends to use analysis. Processes and meanings (subject perspectives) are highlighted in qualitative research. The theoretical foundation is used as a guide to focus research in accor-

dance with the facts in the field. In addition, the foundation of this theory is also useful to provide an overview of the research background and as a discussion material for research results. use in-depth interviews and focus groups. The nature of this type of research is open research and exploration, and ends with interviews in a relatively small group interviewed in depth.

The study was conducted from July 17, 2021 to July 30, 2021. Where researchers conducted interview activities to the Balige Subdistrict Social Companion at the Toba Regency Social Service office and participated in the implementation in Balige Subdistrict twice.

The method of data collection is carried out in deep interview (deep interview) with open answers and question structure that has been provided by the interviewer and observation of spaciousness during the implementation of activities in Balige Subdistrict.

3. Results

In the discussion of this particular finding, researchers will divide in two terms specific findings from the social companion side and special findings from the beneficiary side. Special findings from the companion side will be juxtaposed with the theories of social barriers as stated above, this is to see the extent of the obstacles that occur in communication that occur in the implementation of the Family Capability Improvement Meeting.

A particular finding on the beneficiary side of social assistance is to see if communication by social escorts has been effective or successful. These communication patterns, whether it has had an impact in their daily activities and juxtaposed with effective communication theory.

3.1. Annoyance

Disorders that occur mechanically are a nuisance when watches learning videos sometimes there are villages that do not have an existing focus firing screen, for speakers and microphones are not used because social companion uses original sound.

Semantic interference no longer exists, because social companions already use young language understood and combine the use of local language. The obstacles that still are the illiterate, which cannot read the medium of communication flipchart and the ability of the beneficiary to express an opinion

on the existing material.

For mechanical interference, the social companion will maximize the use of speakers with a rather strong volume, so that the beneficiaries who exist and sit behind can hear the explanation of the video being played.

For Semantic Disorders for illiterate, the social companion directs family member who can read Flipchart and instructs them who cannot read to repeat the words of his friend. To increase the ability and motivation to express opinions. Social escorts reward with ice breaking patterns such as applause and other compliments.

3.2. Interest

Sometimes in the delivery of teaching materials in group meetings there are materials that are in the interests of the beneficiaries for example, an elderly person does not feel an interest in discussing the child's education, because he does not have children and already feels able to educate children better than the material delivered and conversely young mothers do not feel an interest in discussing the modules of elderly learning and disability.

Social companion mapping on what material will be discussed in the group. If in the group of many parents, who have early childhood and school then the social companion decides to use child education and nutritional health materials, the opposite applies. If in a balanced condition the components in the group then the social companion emphasizes the function of the material, for example if the elderly feel bored, the social companion conveys if this material can be told to his grandson and son-in-law later.

Social companion comes not to teach but to be a facilitator and accompanying. Social assistance makes the Beneficiary Family a source of learning.

3.3. Motivation

Intrinsic motivation that exists in the beneficiary family can occur because of family problems that can not be solved by the family. Intrinsic motivation must be strengthened by the presence of parties who give encouragement to them to provide the carrying capacity and unfortunate defense capabilities.

Social Companion before doing activities must confirm to themselves before coming in a group and conducting Group Meetings. Mimics and gestures from a passionate social companion will pro-

vide a strong boost and motivation to the beneficiaries. Fatigue from each routine, it needs to be anticipated by the social companion with before starting the activity starting with ice breaking and singing activities so that the learning process is more comfortable and the material delivered through communication can be absorbed by social assistance.

3.4. Presumption

The activities are held in the afternoon or weekend day. So that social assistance should have more time. In the meeting of the group, social escorts must see the working conditions of the family accompanied so that they do not have prejudices that are not good in the process of meeting the group or thinking about his work. The calmness when receiving messages from the communication patterns of its social companion is the main thing in the implementation of effective communication.

The message of communication that has been brought by a social companion can be said to be accepted and understood at the end of learning given a short quiz on the material delivered. Such as the ability to distinguish needs and wants when financial management materials.

The message of communication that has been brought by a social companion can be said to be understood when the beneficiary's family provides a positive feed back or correct answer to the question posed by the social companion. If the existing feed back is not in line with expectations, then the social companion will repeat the correct statement.

4. Discussion

The concept of education carried out is the concept of andragogy education is the process to involve adult learners into a structure of learning to experience. The concept of education that emphasizes the learning experience, this is where the effective communication side must occur, how social companion makes obstacles into opportunities to improve learning goals. The purpose of learning in the Family Capability Improvement activities, starting with communication between social escorts and recipients of social assistance (Wang).

The improvement of family capabilities must be understood as a learning process through communication. How social companion, making learning not boring so that llmu transfer through communication activities can run well. Social companion uses

ice breaking techniques where games are provided, and learning tools that can support the learning process (S. Kristyana et al.). The use of laptops, speakers and projectors to play videos and movies that fit the module is a way to improve communication between social companion and social beneficiary.

This Family Ability Improvement Activity is very important to do, because poverty is spread (multiplier effects), in the order of life. Because poverty is very closely inability to manage and manage cases that occur in his daily life. How to educate a good child so that children are successful in school, how motivation can be given to children from recipients of social assistance can continue education to an even higher level. The effect of spreading needs to be anticipated with existing patterns of social assistance (Simorangkir, Pakpahan, and Ariawan).

With a good and effective communication pattern in the family's ability improvement activities should be used as a potential to overcome the problem, both existing obstacles are used as opportunities (Büssing). Communication can increase the extrinsic motivation of the recipient of social assistance. The message is there and packaged in improving family capabilities.

The hope is that in this social assistance-receiving family improvement activity, social beneficiaries can increase independence and fighting power. Because of the poverty they have been experiencing, it has made them think skeptically and pessimistically about a bright future for both their family and their children. This hope can be illustrated by the increase in socio-economic strength of the beneficiaries who are assessed by their social companion. Communication skills and overcoming obstacles and as a problem solver must be owned by the social companion (Ariawan et al.). These abilities must be honed, and done by the social companion illustrates that the power of words or communication can change a behavior. Positive behavior will change the habituation of his life.

The Recipient of Social Assistance hopes to have independence and socioeconomic sustainability, in this case one of the interventions carried out to get the goal is the Improvement of Family Capability in this activity social companion who has received the first aid training and the certification of social workers or the certification of social welfare personnel, Surely it has obstacles in its implementation for

the age and education side of the beneficiaries, so effective communication needs to be done so that the message conveyed can be understood eating and its purpose and followed up in its daily activities. So that these obstacles need to be done proper communication techniques and patterns so that the goals of learning can be achieved, so that Social Assistance Recipients hope to have independence and socioeconomic sustainability (Slater et al.).

Communication is derived from the Latin word communicatio, and is derived from the word communis which means "the same." Similarly expressed by Hafied Cangara, communication is based on the Latin word communis which means to create togetherness or build togetherness between two or more people. From the above opinion that in the communication process there are different interactions between two or more people, so in the process of effective communication the message is below in the communication activity that the messenger and receiver of the message understand about the purpose and purpose to be achieved (Wang and Bowers).

Communication is a process through which a person (communicator) conveys a stimulus (usually in the form of words) with the aim of changing or shaping the behavior of others (audiences). While according to Berelson & Stainer, communication is a process of conveying information, ideas, emotions, expertise, and others. Through the use of symbols such as words, pictures, numbers, and others. According to Gode, communication is a process that makes something from what one originally owned (one's monopoly) into owned by two or more people. Communication arises driven by the need to reduce the sense of uncertainty, act effectively, maintain or strengthen the ego (Vorster and Kingdom)

From the expert opinion above, we can conclude in the pattern of communication interaction there is a change that is expected from the recipient and the messenger, communication becomes very common to change behavior. In this context, the opinion of Type &Kelly is very appropriate, because the stimulus message is expected to change the behavior of the recipient of the message. Social escorts are communicators and Family Beneficiaries of Social Assistance are recipients of stimulus. Action and reaction are the right conclusions in a communica-

tion process (Spector et al.).

Reactions that arise in communication activities are able to describe how the response received from the recipient of the message, whether it has the impact of changes in the independence and socio-economic sustainability of the assisted citizens. Communication can be done well through voice messages, numbers and symbols that can be understood well (Beyers).

Understanding communication must be obtained from Intercultural Communication put forward by Walstrom from various sources mentioning several definitions of communication, namely:

1. Communication between people is often interpreted with the most effective self-statement.

2. Communication is the exchange of messages in writing and orally through conversation, or even through imaginary depictions.

3. Communication is the sharing of information or the provision of entertainment through words orally or in writing by other methods.

4. Communication is the transfer of information from one person to another.

5. Exchange of meaning between individuals using the same symbol system.

6.Communication is the process of transferring messages that a person does through a particular channel to another person with certain effects.

7.Communication is the process of sharing information, ideas or feelings that is not only done orally and in writing but through body language, or personal style or appearance.

The above opinion, suggests that in cultural communication, it can be done through everyday conversations, imaginary symbols and typical methods that we can conclude that the methods that can be used are methods that are in accordance with local culture. The above opinion also suggests that there is a division of information or ideas that can have an effect, so that actions and reactions are always present in communication patterns. Where in general communication is the provision of information both verbally and non-verbally both messages and ideas conveyed for the sake of a response in its activities.

There are five communication contexts, namely: intrapersonal communication, interpersonal communication, group communication, organizational communication and mass communication. The

author takes only one expert in forms of communication, because there are other things that combine or separate these forms of communication.

Because in the context of social assistance and community recipients of social assistance, these five activities carry out these five forms of communication, but in this mini research, social escorts often conduct group communication, between personal or even mass communication on a large scale if the meeting increases the ability of his family to combine several groups/villages in one sub-district, but generally only use communication between personal and group.

Interpersonal communication is the process of communication that occurs in a person. This communication generally addresses the process of understanding, memory and interpretation of symbols captured through the five senses. More clearly it can be said that this communication is a communication that occurs to yourself, which is done intentionally or unintentionally. Interpersonal communication is the process by which people create and manage their relationships, carrying out their responsibilities in creating meaning. Interpersonal communication is a systematic series of purposeful behaviors that occur over time and repeatedly.

In the sense of interpersonal communication there is an ambiguous thing when we compare with Gode's understanding that communication is done by two people know more, but in this context interpersonal communication is done with other mediums such as mirrors, letters and others, which can build communication for the sake of an emotional relief in oneself. Intrapersonal communication can be described as a self-reflection on the activities it does.

Interpersonal communication provides characteristics in interpersonal communication, namely: involving at least two people, the presence of feedback or feedback, not necessarily face-to-face, not necessarily aiming, producing some influence or effect. It doesn't have to involve or use words, influenced by context. This communication is often analogous to communication carried out by 2 more people, where they have feelings and similar visions and missions presented by the communicator (Shengnan and Hallinger)).

After developing interpersonal communication, continued into group communication, in its activ-

ities its urgency is the common goal, and group dynamics. In this group communication, the nature and attitude of the recipient of information that can later become an obstacle in receiving messages should be avoided and must be strengthened by the common vision and mission in each meeting. After group communication continues in organic communication, this communication pattern is carried out by social escorts to their direct superiors, namely, District Coordinator and Social Worker. Organic Communication is also carried out with the Village Government, Subdistrict and Social Service. In this case it is done to direct superiors or other stakeholders who are considered to be able to succeed the program.

Organizational communication is the delivery and acceptance of various organizational messages within formal and informal groups of an organization. Organizational communication involves formal, informal communication, interpersonal communication as well as group communication. Discussion is focused on the structure and function of the organization, human relations, communication and organizing processes and organizational culture. There are three general functions of organizational communication, namely, (1) production and regulation, (2) innovation and (3) socialization and maintenance. From these functions, communication basically has a strong existence to the dynamics of the organization. In other words, communication is a factor that plays a role in the development or decline of an organization. But in this study this is not the pattern of communication that is being studied.

Mass communication is the process of creating the same meaning between the mass media and the perpetrators. The process of mass communication involves aspects of intrapersonal communication, interpersonal communication, group communication and organizational communication. Mass communication theory generally focuses on media structure, media and public relations, the relationship between media and audiences, the cultural aspects of mass communication and the impact of mass communication outcomes on individuals in terms of mass communication is an activity of conveying information on a large scale where theories of communication between personal, interpersonal, group and organizational relationships are needed. Understanding the perception of vision and mission

in each of its objectives and connect other communication media in its information presenter.

5. Conclusion

From the discussion above, conclusions can be drawn as follows: Communication used in Family Capability Improvement activities is a type of interpersonal communication and group communication; In the activities social companion must take an emotional approach because with emotional closeness, it will increase the extrinsic motivation; Communication barriers in social companion first aid activities must take more persuasive and humanist actions, so that the message conveyed can be received properly; It can be said with effective communication, because the purpose, understanding and application of communication activities can be carried out properly. As a suggestion, research should involve an even greater number of beneficiaries; and research should be there should be other new variables.

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