

FAMILY RESILIENCE INTERVENTION BASED ON VILLAGE DEVELOPMENT RESOURCES

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ABSTRACT

Various factors influence children's development, such as the social climate in the family, culture or customs, economic life in the form of the level of prosperity, the condition of their housing, and so on. In other words, child development is influenced by the overall situation and condition of his family. Family education is the first education experienced by children. The first child is able to use physical activities, talk, get to know something, imitate, and other activities, all of which are learned through family education, where the parents are the educators. Therefore parents are referred to as the first educators and primary educators. Through family education, children begin to recognize various kinds of symptoms, whether they are heard, seen or felt. It is also through family education that character, character, character, cognitive abilities, attitudes, and various other aspects begin to form. In addition, family education also affects the formation of children's character and characteristics. Educational interventions for family resilience based on village development resources are crucial. Family resilience will enrich village development, a strong family will give birth to a great village, a shining village (clean from drugs) and will become a support for national development.

KEYWORDS: resilience, family, education, independent village

INTRODUCTION:

The development of individual and community needs and aspirations causes the role of the family in the education of their children to change. With the increasing needs and aspirations of children, the families are generally unable to fulfill them. Therefore, part of the educational goals will be achieved through school education or formal education and out-of-school education or non-formal education. This does not mean that families can release themselves from their responsibility for children's education, because families are expected to cooperate and support other educational activity centers, namely schools and communities. The function and role of the family is not limited to family education, but more than that, namely the family is responsible for other education.

Education in the family provides religious beliefs, cultural values that include moral values and social rules as well as views, skills and attitudes that support life in a national and state society to the family members concerned. The figure and hero of our education (Ki H ajar Dewantoro) argues that the atmosphere of family life is the best place to do both individual and social education. Family as a place of education which is perfect in character and form to carry out education towards the formation of a whole person, not only for children, but also

for adolescents. Parents serve as guides, as teachers, and as examples. The family environment is an important and decisive center of education, therefore the task of education is to find ways or methods to help parents to educate their children optimally. The family also plays a role in fostering and developing social development such as life-saving, value truth, tolerance, helping others, live in peace and so forth. Inside out the pole is a place to instill the foundation of the character formation of children.

Decroly in an article followed by Adhana, 1986, states that 70% of children who fall into criminal behavior come from families whose lives have been damaged. Therefore, to improve the individual behavior of society, it is necessary to create a good family environment that is able to prevent family members, especially teenagers, from falling into criminal behavior. The means that can prevent such behavior is family education. A prosperous family is the basic foundation for integrity, strength and sustainable development. The vulnerable and separated families encourage the weak foundation of community life. Family resilience serves as a tool to measure how far the family has carried out its role and responsibilities in realizing the welfare of its members. The quality of the family needs to be nurtured and developed in order to become a prosperous family and make effective human resources for national development. Law Number 52 of 2009 concerning Population Development and Family Development states that efforts to increase the resilience of family welfare need to be considered in order to realize balanced population growth and quality families.

Realizing development from the village is a vision carried out by the government through the Village Fund Program. The program, which has been running since 2015, has encouraged massive development in the village. A step that should be appreciated and of course

implemented with a strategic concept to achieve optimal results. Since January 2018, the government has set a new pattern in the use of village funds throughout Indonesia, focused on labor-intensive funds or those that actually benefit the people in the village. Building a village in the context of Law No. 6/2014 at least includes efforts to develop the empowerment and development of rural communities in the economic, social and cultural fields. In implementing the program, it is not enough only to provide a basis for financial support for the poor, but also to encourage village economic efforts in a broad sense. The creation of activities that open production, distribution and market access for village people in collective and individual management must develop and continue to complete towards an independent village.

THEORETICAL FRAMEWORK:

One of the problems that have surrounded the village so far is urbanization. This is understandable because in general the economic sector in rural areas only deals with the agricultural and plantation sectors, while agricultural and plantation land is increasingly being eroded by the mining and plantation industries, settlement growth and inheritance distribution. Greater job opportunities in cities, both in the formal and informal sectors, make rural communities, especially young people (millennial generation), who have a relatively higher level of education than their parents, choose to go to cities in search of a better standard of living.

Village funds to date have provided many benefits to village communities with the results of village infrastructure, education and health services, and the formation of Village-Owned Enterprises (BUMDES). The priority for the use of village funds is the mandate of a law which is the responsibility of the village in accordance with the authority of the village government

which must be implemented in an open, participatory manner and benefit the village community through village deliberations. The government, through the ministry that handles the village, annually issues village fund development priorities which are used as a guide for village funds to compile priority scales based on needs (based on real data) and village authority that must be discussed and agreed upon in village meetings held by the Village Representative Body (BPD). The results of village meetings must be used as a guide for village heads to formulate village government policies.

If there is a village proposal that is different from the priority of using village funds, in principle it can be used to finance activities outside priority, in accordance with the provisions on the use of village funds stipulated in PP No.60 of 2014, namely: Funding priority activities, namely activities in the field of development and community empowerment and finance activities outside the priority that can be carried out as long as development and community empowerment activities have been fulfilled. Funding for activities that differ from priority can be made after obtaining approval from the Regent / Mayor. The approval of the Regent / Mayor must ensure that village funds for priority activities have been fulfilled (articles 23 paragraphs 1 and 3) PMK 49/2016.

In 2019, the Ministry of Finance has compiled the direction and policies of Village funds including: Increasing the budget ceiling , Improving the formulation for Village Fund allocation while still paying attention to the aspects of equity and justice, Optimizing the use of Village Funds if there are several priority activities, Continuing cash-intensive schemes in the use of funds Villages for the development of infrastructure or physical facilities and infrastructure, Increase the portion of the Village Fund utilization for community empowerment, Improve the Village economy

through optimizing the role of Village-Owned Enterprises (BUMDes), creating superior village products and providing easy access to capital, Increasing the accountability of Village Fund implementation through distribution policies based on implementation performance, village development synergies through partnerships with the business world, strengthening monitoring and evaluation of the implementation of Village Fund policies

FAMILY EDUCATION INTERVENTIONS:

The boundaries of education vary widely, depending on the orientation, the basic concepts used, the aspects that are stressed, or the underlying philosophy. Some examples of limits on education as stated by Tirtahardja, et al, in their book Introduction to Education (1995) which can be briefly stated as follows:

- a. Education as a process of cultural transformation: as a cultural inheritance from one generation to the next.
- b. Education as a process of personal formation: as a systematic and systemic activity aimed at shaping the personality of students
- c. Education as a preparation for citizens: as a planned activity to equip students to become good citizens
- d. Education as labor preparation: as an activity that guides children so that they have basic provisions for work.
- e. Education is an effort to form the whole Indonesian human being, and there are many other educational limitations put forward by experts which cannot be addressed here one by one. However, from the above limitations we can understand that education is essentially an effort made towards "maturing" individuals.

According to WHO in Winkel (1991), it is stated that health is a condition in the form of physical, mental and social well-being in full and not merely the absence of certain diseases or weaknesses. Meanwhile, according to Darojad

(1982), mental health is the avoidance of a person from symptoms of mental disorders and illness, being able to adapt, being able to utilize all the potential and talents that exist to the fullest and leading to mutual happiness and achieving mental harmony in life. Thus it can be understood that mental health is not just avoiding illness and weakness, but includes all psychological aspects including emotional stability in dealing with problems and satisfaction in meeting physical, spiritual, and social needs.

Parents generally provide services to their children according to their needs. Various models and forms of service provided by parents to children so that from the form and model of service it seems that there are parents who really spoil their children, some are very strict and strict with their children . However, families who already understand and understand mental health will educate their children according to their development of abilities and enjoyment and satisfaction.

School is an environment / community that is broader than the family, which is expected not only to carry out learning, but must try to provide education in accordance with the development of students, where schools are able to facilitate their students to develop their potential optimally in the sense that they are able to provide development services for their students. Education in schools is a continuation of education in the family, which is why the success of education in the family will greatly determine the success of children in adapting to the wider environment both at school and in society. Therefore education in the family has a very large share of the success of children in adjusting to a wider environment.

According to Rose L. Mooney (1983) human problems are grouped into eleven areas of life which include health and physical development, conditions of life and work,

socialization and recreational activities, psychological relationships, dating, sex and marriage, household and kinship, morals. and religion, adjustment in assignments in higher education, education and employment, curriculum and teaching procedures. These eleven fields are groupings in an outline or broad and rough manner. How to solve problems also varies according to age, position, situation and many more. Correct and quick problem solving will create a healthy mentality. Efforts in mental health are the main thing by means of preventive or countermeasures, to prevent imbalance. If there is a problem, it must be faced rationally in accordance with the realities of life. Knowledge of mental health both for oneself and in social life is very necessary.

In this discussion, several ways to maintain mental balance, both in general and for yourself, include:

a. Maintain Mental Balance in General:

This general method is mainly to achieve balance or harmony in life together. In everyday life, people always experience success and failure. It's just that the frequency of each individual varies.

Adversity and failure must be faced calmly, act positively and always be alert. There are some actions that might be in do include:

1) Talking about / removing difficulties:

Issues that disturb the balance should not be kept and hidden, and should be consulted with other trusted people. This will alleviate suffering and can help solve problems.

2) Leave the trouble for a while:

Trouble can be temporarily avoided, after which we are willing to return to face it again calmly, rationally, and not emotionally. Temporary avoidance can be in the form of recreation, sports, watching movies , and so on.

3) Channels anger:

When we experience tension in the form of anger, it can be channeled into jobs such as gardening, and other jobs that can be done to temporarily forget what the cause of our anger is. Problem can be solved calm and rational.

4) Complete tasks one by one:

The chaotic task creates difficulty and tension. So the task should be completed one by one, because then we feel lighter.

5) Do not think of ourselves as always perfect:

Humans always have ideals. We must be able to measure our ability whether we can achieve it. For people who have too high ideals, tension often arises, fear will not be able to achieve these goals so that the tension will disturb the balance.

6) Healthy recreation:

Recreation is very necessary when humans always face heavy and routine tasks, because routine work can be boring and can also cause tension. Recreation can distract us from these boring jobs.

7) Using a positive defense mechanism:

Human balance is always needed. Usually if humans cannot fulfill their urge, there will be a disturbance of balance, which should be achieved. Mechanically, there will be a false balance (unnatural). As far as possible, defense mechanisms may be positive, for example sublimation / increase, positive compensation, and so on.

b. Maintain Mental Balance for Yourself:

Usually humans are better able to see the mistakes or misadjustments of others than to see their own situation. In this case Willin argues that self-formation will be successful if there are regular attempts to change his feelings

and attitudes. This means that a person must learn how to overcome his own difficulties, thus there must be a desire to change oneself. The steps that can be taken include:

1) Understand yourself:

The main step is to form and learn whether the person has emotional tensions, unconsciousness and so on. These methods can provide an opportunity to assess one's own personality. Of course this must be based on knowledge for example about psychology, personality theory, mental health science, all of which can be obtained from various sources. Thus we can recognize, help, and build mentality, strengthen and enhance personality and social level.

2) Assess yourself:

Self-assessment can be done through a process of self-analysis. This analysis will subjectively produce a clear picture of emotions, feelings of me and so on. Some tips offered include: (1) understand the actual words of our hearts, (2) understand the adjustment measures has past, (3) have an overview of the state of our selves, (4) a state of psychological / mental.

3) Accept the situation yourself:

When humans accept themselves as they are, the adjustment will be better.

4) Develop positive potential:

After understanding our own reality, we then take positive steps so that adjustment is achieved and happiness is manifested. We need to change the things that we have been doing for a long time. Everyone certainly has skills or strengths, and this must be nurtured and enhanced to the maximum extent possible. Existing weaknesses must be suppressed or eliminated.

DISCUSSION:

The village needs to be seen as a social entity (collective) that has distinctive (specific) sociological, economic, cultural and ecological characters when compared, for example, to "cities". This perspective views that the village is a place where comfort, harmony, harmony, peace and serenity are maintained so that it does not have to be stereotypical. Village is a place where all forms of backwardness exist. The ethical perspective (outsiders) towards the village, by placing the criteria of progress (success and prosperity) on the basis of formal material values, must be tested and synchronized with the emic perspective (local view of the villagers) which views material values (material) not everything.

In general, an independent prosperous village is characterized by, among others

1. The village's ability to take care of itself with the strength it has;
2. The village government has the authority to regulate and manage development supported by independence in planning, budgeting and development implementation (villages can plan, budget and implement development and supervise development results for the welfare of their village residents);
3. The village government system upholds the aspirations and participation of villagers, including the poor, women, youth, people with disabilities, people with social problems, and other marginalized people;
4. Development resources are managed optimally in a transparent and accountable manner to be properly utilized for the social welfare of all citizens.

The goals of an independent prosperous village are improved development performance in rural areas, increased coordination between related agencies at all levels of government in rural development, increased involvement of village officials and communities in rural

development, increased household income and welfare through the development of productive businesses in rural areas, increasing the management of integrated village development in a sustainable and environmentally friendly manner.

The development of the Desa Sejahtera Mandiri model accommodates four of the nine development program priorities for 2015-2019 that are in Nawa Cita. The four programs referred to include (3) developing Indonesia from the periphery by strengthening regions and villages within the framework of a unitary state; (5) improving the quality of life of Indonesian people and society; (8) revolutionizing the character of the nation; and (9) reinforcing diversity and strengthening Indonesia's social restoration. The policy direction of the Nawa Cita program (3) is to develop Indonesia from the periphery by strengthening regions and villages within the framework of a unitary state.

The Village Law is a legal instrument to achieve community welfare and village independence. Villages here are: customary villages and villages or what is referred to by other names, (hereinafter referred to as village), is a legal community unit which has territorial boundaries which is authorized to regulate and administer government affairs, the interests of the local community based on community initiative, rights of origin, and / or traditional rights recognized and respected in the government system of the Republic of Indonesia.

The government's efforts to create Prosperous and Independent Villages are a strategy to build a fringe economy that allows villagers and poor community groups in the village to get what they want and need for themselves and their families. This strategy is an effort to help those who seek and depend on life in the village to get more benefits from the results of development.

There are a number of alternatives that can be taken to realize Prosperous and Independent Village-based Family Resilience as a manifestation of Law Number 6/2014 concerning Villages, namely a. Carry out the mapping of village potentials and market networks that can be managed to become a source of village economy and community economy; b. Implementing methods of guidance and guidance or direct assistance to accelerate development in the socio-cultural aspect, strengthening the capacity of village government and structuring village government administration; c. Build synergy between village development planning and regional planning and national planning; d. Building village governance into a modern organization based on village culture.

There are four strategies that can be done to create an independent village a. Build the capacity of citizens and civil society organizations in critical and dynamic villages. Both are important assets for the village to build sovereignty and the starting point for the creation of a community of villagers who will later become a balancing force for the emergence of public policies that are not responsive to society; b. Strengthening government capacity and dynamic interactions between citizen organizations in village governance. The strengthening of the capacity of the village government is certainly not only reflected in the technocratic ability of village officials in planning development programs or activities. However, this is also reflected in the role of the Village Consultative Body (BPD) in building dynamic policy formulation and decision-making processes. The dynamic interaction between village citizen organizations and village government is also reflected in various other local initiatives; c. Build a responsive and participatory village planning and budgeting system. Towards an independent and sovereign village requires a

well-directed planning system supported by good citizen participation. Before Law No. 6/2014 on villages was born, villages were familiar with a participatory development planning system where the reference or legal basis at that time was Law No. 32/2004 on Regional Government. d. Building local economic institutions that are independent and productive. Currently, there are many village initiatives to build local economic empowerment;

CONGCLUSION:

Success in the area of family resilience is inseparable from the village's ability to build consistent, participatory and agreed-upon planning in village planning and budgeting documents. The success of its development can be seen from the growth in each sector. To see how successful a development is, it is necessary to measure the indicators that have been set. The independence of a village cannot be separated from the level of welfare of the community.

As in determining family welfare, 23 indicators can be used, which are seen from the level of religiosity, independence, economy, housing conditions, and ability to meet needs and so on. More specifically, it can be said that village has three indexes in it, namely the index of social resilience, economic resilience, and ecological resilience. Each index has its own dimensions and indicators.

Realizing family resilience based on development resources requires well-planned, directed and measured strategic steps, so as to facilitate monitoring of its development and progress. The strategy to make this happen was preceded by the publication of a cadre of development cadres who had a new paradigm with the concept of developing villages. The concept of a building village means that the power to build a village comes from the strength that is owned by the community itself. This

paradigm has the following objectives : 1. To give recognition and respect to existing villages with their diversity before and after the formation of the Unitary State of the Republic of Indonesia; 2. Provide clarity of status and legal certainty for villages in the constitutional system of the Republic of Indonesia in order to achieve justice for all Indonesian people; 3. Preserving and advancing the customs, traditions and culture of rural communities; 4. Encouraging initiatives, movements and participation of village communities for the development of village potential and assets for mutual welfare; 5. To form a village government that is professional, efficient and effective, open and accountable; 6. Improve public services for villagers in order to accelerate the realization of public welfare; 7. Increase the socio-cultural resilience of village communities in order to create village communities capable of maintaining social unity as part of national resilience; 8. Advancing the economy of rural communities and overcoming gaps in national development; and 9. Strengthening rural communities as development subjects .

Building community participation in development must be done by changing the paradigm of "Family Resilience for Village Builds". This means that there are village assets that must be explored, developed, and become social energy which is very beneficial for the community, namely fostering village culture and social values such as mutual cooperation, volunteerism, solidarity, community self-reliance.

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