

# The Role of Social Companions in the Success of PKH Independent Prosperous Graduation: a Study in Pedes District, Karawang

Liya Yulia

Politeknik Kepribadian

---

## Article Info

### Keywords:

Conditional Cash Transfer,  
Behavior Change,  
Family Hope Program.

## ABSTRACT

Graduation Mandiri is a measure of the success of the Family Hope Program (PKH) which can make participants graduate independently. This objective positions the PKH facilitator as an essential change agent for the program is success. As a result, this study will explain in detail how PKH facilitators might encourage benefit families (KPM) to graduate on their own. This study uses a qualitative method with a descriptive approach. There were 11 research informants, which included program participants including mentors, independent graduate students, and the government. According to the study's findings, the facilitator plays four different roles: one that is facilitative by encouraging KPM PKH to meet their basic needs and increase the productivity of benefits who have graduated on their own; two that are educational by enhancing knowledge and hard skills through Family Development Session programs and vocational trainings; three that are represented by establishing connections between KPM and different source systems that can help them grow their businesses; and are technical by encouraging KPMs to improve their own performance.

This is an open access article  
under the [CC BY-NC](https://creativecommons.org/licenses/by-nc/4.0/) license



### Corresponding Author:

Liya Yulia  
Politeknik Kepribadian  
[liyayulia@politeknikkepribadian.com](mailto:liyayulia@politeknikkepribadian.com)

---

## INTRODUCTION

Poverty is a major problem that has not been fully addressed. by the government to date. Based on data from the Central Statistics Agency , the percentage of the poor population in March 2025 was 8.47 % ( <https://www.bps.go.id> ) . This poverty rate is still quite high, therefore the government issued an integrative poverty alleviation policy, one of which is in the form of social assistance in the form of *Conditional Cash Transfer* ( Syamsulhakim and Khadijah, 2021) . One of the *Conditional Cash Transfer programs* for poverty alleviation in Indonesia is known as the Family Hope Program (PKH ), which began its implementation in 2007 (Bappenas, 2008).

Various studies show that the implementation of PKH has had positive impacts, including improving the quality of education and health (TNP2K , 2013 ; Raharjo, 2015; Acosta and Velarde, 2015; Ozer, et al, 2016; Parker and Todd, 2017). In addition, Family Hope Program in Indonesia has an impact on improving the quality of life and welfare of empowering poor communities towards independence (Lahuo , 2010 ; Putri , 2014 ; Virgoreta , 2015 ; Rahmawati, 2017; Lestari, 2019 ; Kholis , 2019 ; Kuntjorowati, 2019; Sukri , 2020),

and paying attention to family development and gender mainstreaming (Puspitawati , 2010 ; Suintiana , 2015 ; Hanif , 2015 ; Amin AR, 2016).

However, existing research on the Family Hope Program (PKH) also has negative impacts. Setyawardani (2020) found a growing public stigma that the highly attractive assistance program creates dependency *syndrome* , where beneficiaries rely solely on the assistance provided, leading many to maintain their membership status. The Stiftung Institute ( in Hanif, 2015) stated that PKH also played a role in creating There is a chance of moral *hazard* , namely someone who is not actually poor, but wants to be categorized as a poor family because they expect benefits from poverty alleviation programs.

Other research has also found that the implementation of the Family Hope Program has also led to social jealousy among non-beneficiaries (Jauna, 2021). This situation has led to social unrest in the community, as people increasingly compete for government assistance, including the Family Hope Program (PKH), which is understood as a salary or incentive from the government.

Based on its long-term goals, the implementation of the Family Hope Program should not create dependency *on* beneficiaries for long-term assistance. Therefore, a mechanism for terminating and ending PKH participation, known as graduation, must be in place. Graduation is caused by several factors, both internal and external. Internal factors relate to the beneficiary's awareness of leaving PKH participation. Ritziana (2021) found that the decision to graduate independently by PKH beneficiaries is a phenomenon involving rationality and awareness within the individual in making a choice. This occurs because, first, there is an actor who carries out the action and has a goal, and second, there are resources controlled by the actor. Another factor is the labeling and stigmatization of beneficiaries by society, which ultimately leads them to choose independent graduation even though they still meet the requirements for PKH participation (Syamsulhakim and Khadijah, 2021).

Internal factors also hinder beneficiary families from leaving PKH participation. Akatiga (2014) found that 60% of first-generation PKH beneficiaries remained in the poor category due to a lack of behavioral change and motivation to improve their circumstances. External factors, on the other hand, encompass factors external to the beneficiaries, such as regulations. The 2018 Ministry of Social Affairs Regulation on PKH implementation stipulates that participants must leave membership if they do not meet the beneficiary criteria, or are subject to an economic update evaluation after six years of participation. These regulations suggest that the capacity and quality of the facilitator in providing services also influence graduation. Research by Syamsulhakim and Khadijah (2021) found that the capacity of facilitators remains very low due to the lack of support from optimal employee development mechanisms.

From the discourse related to graduation, the exit strategy or termination of PKH participation (graduation) becomes important. Williams' (2015) research states that as an exit point, independent graduation is very important because it becomes a benchmark in achieving goals. The independent graduation process places the role of the companion as a crucial actor in the program's success process. Companions who provide optimal intervention services will encourage the achievement of independent graduation targets. Conversely,

Companions who are not optimal in making the graduation process fail. From previous studies, it can be concluded that Companions have an important role in the success of the *CCT program*. In addition to research related to the role of companions, research related to independent graduation that is still focused on evaluation based on standard government guidelines, namely (Casiavera, 2017; Fadliyaturrohmah, 2018; Khoiriyah, 2019; Yanti, 2020).

The conclusion from previous research can be seen that relatively many studies of independent graduation in the implementation of PKH have been carried out, however, studies related to the role of companions have not shown a comprehensive argument that the achievement of independent graduation is still very low, not in accordance with the policy direction targeted by the government, it still shows stagnation in the poverty level of beneficiaries, so the government is making massive efforts to achieve the target of independent graduation. Therefore, a study is needed that is able to describe, analyze, answer and explain as well as provide comprehensive arguments regarding the optimal role of companions which will influence behavioral changes that occur in KPM individuals so that they can encourage the creation of independent graduation through the stimulus of the strengths that exist in KPM PKH.

Based on the various study results above, the researchers focused their research on the role of community workers. They examined the role of social workers in encouraging independent graduation, focusing on the following role dimensions: *facilitative role*, *educational role*, *representational role*, and *technical role* (Ife, 2008). The role of the companion is ultimately expected to change the behavior of KPM so that they become economically independent.

## Literature Review

### Conditional Cash Transfer (CCT)

The government's involvement in assisting its citizens experiencing poverty includes providing social assistance. This assistance is funded by the state budget and community/family contributions. This social assistance model has subsequently evolved into social protection programs, such as social insurance and social assistance.

The social assistance program model in the social protection policy, was then used by countries with a welfare state ideology as social assistance that not only protects the general welfare of society, but can also reduce the poverty rate in a country (Simmel, 1998; Lavina in LP3ES, 2009; Adesina, 20011; Adi, 2014).

The Family Hope Program (PKH) is a social assistance program run by the government to help beneficiaries escape poverty. This program is aimed at poor communities who lack access to livelihood resources. PKH social assistance is provided through *Conditional Cash Transfers (CCT)*.

The CCT program has been adapted by various countries such as Brazil, Mexico, South Africa, and the Philippines. In Indonesia, the CCT program was adapted into the Family Hope Program (PKH). The Family Hope Program (PKH) is a social protection program that provides cash assistance to beneficiary families (KPM). Members of these beneficiary families are required to comply with established terms and conditions. In the short term, this program

aims to reduce the burden on beneficiaries and, in the long term, is expected to break the intergenerational chain of poverty, enabling the next generation to escape the poverty trap.

PKH) aims to reduce poverty and break the cycle of poverty, improve the quality of human resources, and change behaviors that are less conducive to improving the well-being of poor groups. This goal is directly related to efforts to accelerate the achievement of the *Sustainable Development Goals (SDGs)*. Specifically, the objectives of PKH are:

1. Improving the standard of living of beneficiary families through access to education, health and social welfare services.
2. Reducing the burden of expenses and increasing the income of poor and vulnerable families
3. Creating behavioral changes and independence for beneficiary families in accessing health and education services and social welfare.
4. Reducing poverty and inequality between income groups

PKH is conditional assistance, the following are the conditions and obligations that must be carried out by KPM in running this PKH program:

**Table 1.** PKH participation requirements/targets

No	Component	Terms/Target
1	Education	<ul style="list-style-type: none"> <li>• Have school children of elementary school age/equivalent</li> <li>• Have a child of junior high school age/equivalent</li> <li>• Have school children of high school age/equivalent</li> </ul>
2	Health	<ul style="list-style-type: none"> <li>• Pregnant/Postpartum women</li> <li>• Children 0 – 6 Years</li> </ul>
3	Social welfare	<ul style="list-style-type: none"> <li>• Elderly</li> <li>• Disability</li> </ul>

Nainggolan (2012) explains that there are two types of cash assistance: Conditional Cash *Transfers (CCT)* and unconditional assistance. The difference is that unconditional cash assistance is assistance for individuals or groups based on predetermined eligibility criteria. Social transfers, such as pensions for the elderly, physically challenged, children, and others, are unconditional cash assistance commonly implemented in various countries. *CCT* can be interpreted as is part of a development program that seeks to help increase the accumulation of human *capital* as a way to break the intergenerational cycle of poverty. Based on this discourse, *CCT* can be used as a solution to poverty alleviation because this program is progressive in nature, providing social protection guarantees for beneficiaries so they can access their livelihoods.

### Community Work

The implementation of *CCT* programs typically involves change agents known as facilitators. These social facilitators are tasked with distributing *CCT* program services to beneficiaries. Furthermore, facilitators are responsible for developing and empowering their beneficiaries. Within these duties and responsibilities, facilitators, in the context of social work, are called *community workers*.

*Community work* in the context of social welfare science according to Twelvetree (1991) is the process of helping people to increase their community capacity through collective action

. Pople (1995) added that community workers are professional social workers who focus on collective problems and the self-management of the people concerned.

*Community workers* have tasks within the community that can be divided into four types (Poople, 1995):

- a. organizational support: helping to organize meetings, forming working groups, thinking about the best way to do work as an initiative group or association and continuing to listen to the voice of the community
- b. strategic support: helping groups to think about the best way to achieve their goals, where to find information, how to contact authorities, helping to create step-by-step plans
- c. support : helping members of a group or association to fulfill their tasks such as: taking notes, writing letters or reports, calling the municipality, negotiating with authorities, being the chairman of a meeting, making an agenda for a meeting, to make plans for certain activities.
- d. support : arranging practical conditions for the functioning of the group such as meeting place, paper and pencils, computers, finances.

In addition, community workers also have other tasks related to the community as mentioned (Schuringa, 2005) including knowing whether there are important topics that have not been mentioned by the community itself or that may be more complex or take place on a larger scale such as economic development, to find new ways to overcome problems, to stimulate and initiate new projects, to make connections between different local organizations and between local and regional/national organizations. It can be said that community workers in the context of this research are called Companions. Companions mean having a role to help communities or KPMs consisting of various groups to work together to overcome their problems, access primary sources of needs and develop themselves so they can escape the shackles of poverty.

### **The Role of Community Workers**

*Community workers* have a role to play in achieving these goals. The role of community workers, including social workers in the Family Hope Program (PKH), is intended to build the ability to face and solve problems they face, according to the situation, conditions, and environment .

Various researchers have studied the role of *community workers*. in various fields of practice. Sheafor and Horejsi (2003 ) divide the roles of workers Social workers act as companions, facilitators, consultants, protectors, advocates, brokers, enablers, connectors, initiators , and negotiators. However, the theory proposed by Sheafor and Horejsi positions clients as beneficiaries based on a problem-based approach. Poor communities become objects of intervention, not partners.

Then other experts studied the role of *community workers* Based on the *human rights* and empowerment approach , Jim lfe is the one who analyzes the role of *community workers*. according to lfe (2008), namely:

### Facilitative Role

The facilitative role involves providing motivation and creating opportunities for the community. The facilitation role encourages the creation of consensus in decision-making for programs and activities that meet the group's needs. According to Ife (2008), the facilitator's role aims to motivate the group to create change from its original state. This change is achieved through several means, as follows :

- a. Social Animation (Social Spirit)  
In carrying out the role of social animation; the role that provides encouragement, provides the strength to rise, and the next is to provide motivation to someone to do something.
- b. Mediation and Negotiation  
When implementing community empowerment programs or other programs, we often encounter value conflicts. When conflict arises, the role of a mediator is essential to resolving the issue, as this role is central to mediating when conflict arises.
- c. Supporters  
In carrying out a supporting role, the role that can be provided is to provide *support* so that the person being supported can rise. Many incidents in society where someone lacks sufficient self-confidence, preventing them from maximizing their abilities. Therefore, support from change agents is essential.
- d. Consensus Builder  
In creating consensus, it is a continuation of the role of mediation, where the aim is to unite the differences that exist in society.
- e. Group Facilitator  
Group facilitators are very necessary because a facilitator can help the community to carry out their duties more optimally in the community empowerment process.
- f. Utilization of Resources  
Change agents are required to be able to utilize various kinds of resources, both human resources and natural resources that exist in society and its surroundings.
- g. Organize  
The role of organizing involves organizational skills that involve the change agent's ability to think about what is needed in the change process. Furthermore, the change agent needs to prioritize what needs to be prioritized.
- h. Personal Communication  
A companion will definitely spend a lot of time communicating with many people, including the people he accompanies, so a companion must have good communication skills.

### Educational Role

Educational role relates to the development of the learning process received by beneficiaries with the aim of increasing their understanding of the direction of the activities undertaken. The educational role is carried out through introductions, information, and training of individuals, groups, and communities. Social workers have a role in setting the agenda to not only help implement the productivity improvement process but also play an

active role in contributing to the improvement of knowledge, skills, and experience of individuals, groups, and communities. Ife (2008) stated that there are four roles in carrying out education, namely:

a. Increasing Public Awareness

Raising awareness within society should begin with efforts to connect individuals with larger (macro) structures, such as the social and political structures of their surrounding environment. This aims to help individuals see problems from a broader perspective.

b. Provide information

In an effort to empower communities, a change agent should first provide information that may not be readily available to the community. In providing information, a change agent should convey information that is relevant and beneficial to supporting community well-being.

c. Confronting

Confrontation techniques can be used if there are truly no other solutions. Consideration should be given to using this technique before use, as it can be detrimental to the relationship between the change agent and the target community.

d. Training

Training is the most specific educational role because it fundamentally focuses on teaching people how to do something. In this case, a change agent doesn't always act as a training provider, but rather as a *broker* (liaison) in finding competent personnel to provide training.

### Representational Role

A representative role is one that helps increase the understanding of certain concepts. In a representative role, social workers act as agents of change by helping people become aware of their conditions, developing relationships that enable them to work with others, and assisting in collaborative community planning .

Representational roles are roles used to demonstrate the various roles of a community worker in interacting with external parties for the benefit of the community. Ife (2008) divides representational roles into six, as follows:

a. Getting Sources

The sources referred to in the representational role include funding sources, dragons , employment opportunities, or other sources. The existence of these external sources can support the system of resources originating from the community to achieve community welfare.

b. *Advocacy*

Advocacy is essentially used to defend the interests of oppressed and marginalized communities. It is hoped that advocacy will ensure that community rights are truly fulfilled.

c. Utilizing Mass Media

Mass media can be an effective tool in achieving desired goals. Utilizing mass media can involve delivering news or conducting promotions, whether through print, electronic, or online media.

d. Public relations

Activities in this role include involvement in meetings with NGOs, meetings with the government, and other groups that are deemed to be able to support efforts to improve community welfare.

e. Network

Building a network of work is the same as developing relationships with various parties and trying to encourage them to participate in the empowerment process.

f. Sharing Knowledge and Experience

In carrying out this role, it must be realized with the assumption that society is not considered as a party that does not know anything, but society must be considered as a party that actually has potential and other things that can be learned.

### Technical Role

Technical roles, which are expected to improve a person's performance. According to Iffe (2008), technical tasks involve managing the steps or stages of a program, from needs assessment to monitoring and evaluation. A facilitator must possess the skills to provide assistance to the community they are assisting. Jim Iffe (2008) divides technical roles into six categories:

a. Data Collection and Analysis

Data collection and analysis can also be considered a research role, utilizing various appropriate methodologies. Data collection is intended to accurately identify community problems and needs.

b. Using a Computer

It's undeniable that computers are now an inseparable part of everyday life. The ability to use a computer is crucial to supporting various activities related to the empowerment process.

c. Verbal and Written Presentations

Presentation skills are crucial for conveying ideas and concepts to the public and other influential parties involved in the empowerment process. Presentations don't have to be solely verbal; they can also be written, communicative reports.

d. Controlling and Managing Finances

In this case, the change agent can play a role in financial recording, monitoring accountability for expenditure, monitoring the budget, and other supervision related to finance."

### Independent Graduation

In the context of *community work*, graduation is the termination of the collaboration between service providers and beneficiaries. For further clarification, the following are several stages discussed in detail in the community empowerment process according to Adi (2008):

- a. Preparation Stage (Engagement). This preparation stage emphasizes two crucial elements: officer preparation and field preparation. In this case, officer preparation involves community development personnel or community facilitators, but can also be carried out by community workers. Field preparation, on the other hand, involves

selecting target areas for development. This process can be conducted formally or informally, while still involving community elements.

- b. **Assessment Stage.** This stage can be conducted individually through community leaders and also through community groups. At this stage, officers or community facilitators, acting as agents of change, identify problems (felt needs) or expressed needs, as well as the resources owned by the community. Community involvement is crucial in this identification process, as local residents are most aware of the conditions and problems in their area. This stage emphasizes identifying problems and resources within a region, which will form the basis for empowerment and program implementation.
- c. **Alternative Program or Activity Planning Stage (Designing).** In this stage, officers or community facilitators, acting as change agents, attempt to engage the community in thinking about the problems they face and how to address them. In this context, the community is expected to reflect on the problems they face and prioritize them. They are then expected to devise alternative programs or activities that they can undertake to address their challenges. This stage requires careful consideration to ensure that the empowerment program does not solely revolve around charity programs, which do not provide guaranteed long-term benefits.
- d. **Action Plan Formulation Stage.** In this stage, there is collaboration between the community, officers or community facilitators as change agents, and other parties (stakeholders). Officers or community facilitators help the community to design or design their ideas or alternative programs or activities that can be carried out by the community to solve their problems in written form, especially if it is related to making a proposal to the funding party. Here, the community has outlined in detail in written form about what they will implement, both short-term and long-term goals.
- e. **Program or Activity Implementation Stage.** This stage is one of the most crucial in a community empowerment program because even a well-planned program can go astray in practice if there is no effective collaboration between officers or community facilitators as change agents and the community, as well as between community members. This stage involves synergistic actualization actions between the community, officers or community facilitators as change agents, and among the community members themselves.
- f. **Evaluation Phase.** This phase serves as a monitoring process by residents and community officials or facilitators, acting as change agents, regarding ongoing community development programs, involving residents. This phase also formulates various indicators of the success of the implemented program and implements stabilization measures for expected changes or new habits.
- g. **Termination Stage.** The termination stage is the stage where the entire program has been running optimally and the officers or community facilitators, acting as change agents (also known as community empowerment facilitators), are about to conclude their work. This stage is known as the termination of the relationship between the officers or community facilitators and the community that served as the foundation of

the empowerment program at that time. The officers do not leave the community completely, but rather gradually depart.

From this theoretical review, it can be concluded that graduation can be said to be a termination process in the community empowerment stage. Isbandi (2001) states that termination is the termination of a program according to a predetermined timeframe, when goals have been achieved, and/or because the budget has been completed. Soetarso (1992) adds that termination is the term for the termination of the relationship between social workers and the target system and the parties involved in the planned change process. Meanwhile, Barker (2014) states that termination is the conclusion of the social worker-client intervention process; a systematic procedure for terminating the employment relationship. It occurs when goals are achieved, when the specified time for work has expired, or when the client is no longer interested in continuing services.

## RESEARCH METHODS

This study was designed as a qualitative study. This was chosen because the researchers wanted to understand, explore, and explain the role of mentors in encouraging independent graduation. (Study on the Implementation of the Family Hope Program in Karawang Regency). Creswell (2014) stated that the qualitative method was chosen because this study emphasized the process rather than the results. This was to provide an in-depth picture of the role of mentors in encouraging independent graduation .

The data sources established in this study use primary data and secondary data. Primary data in this study were obtained through observation and interviews with sources at the research locations, namely: the residence of the community/family of PKH Beneficiary Families, the residence of PKH Companions, the Karawang Regency Social Service Office. KPM Companions themselves will be specifically for those who succeeded and failed in carrying out independent graduation. This is data obtained from indirect sources. Secondary data was obtained from secondary sources as a complement, including literature books, newspapers, papers, office documents related to the research. Secondary data in this study were obtained from the Karawang Regency Social Service and other sources related to this study in the form of annual reports of the PKH program.

In determining informants, the author used purposive techniques because the researcher used his own judgment, armed with sufficient knowledge of the informants. Creswell (2014) describes *purposive as a judgment that will most likely provide direction to conclusions*. This purposive technique was used by the researcher based on the objectives, so the researcher determined the criteria for the informants:

1. Human resources who have the main tasks and functions in mentoring and implementing independent graduation.
2. Human Resources whose main duties and functions are to monitor, supervise, evaluate, provide information, and prepare reports related to the implementation of the independent graduation of the Family Hope Program.
3. The representative of the social services department whose main duties and functions are in charge of the family hope program, including receiving reports and developments

on independent graduation, namely the Social Protection and Security (Linjamsos) division of the Karawang Regency Social Services Department.

4. PKH beneficiary families who have left their membership through an independent graduation process.

Data collection techniques using procedures in qualitative research, citing Creswell's opinion (2014), including: (1) Qualitative observation, researchers go directly to the field to observe the behavior and activities of individuals at the research location. Observations are made by observing *Family Development Session* (FDS) activities carried out by Facilitators in Pedes District. In addition, observations are also made on economic activities carried out by families who have graduated. (2). Qualitative interviews, researchers can conduct *face to face interviews* with participants, interview by telephone, or engage in *focus group interviews*. (3) Qualitative documents. During the research process, researchers can also collect FDS assistance modules, PKH annual reports and government policies related to the program.

## RESULTS AND DISCUSSION

This study, which examines the role of social facilitators in encouraging independent graduation, will describe the existing role of social facilitators and the behavioral changes in the form of independent graduation carried out by KPM. The research location is Pedes District, Karawang Regency.

Pedes is a sub-district in Karawang Regency, West Java. This sub-district is the second most populous after Cilamaya Wetan sub-district and also the most densely populated among other sub-districts in the northern coastal area of Karawang Regency, its administrative center is in Payungsari village. It borders Cibuaya sub-district to the north, Jayakarta sub-district to the west, the Java Sea to the east, and Cilebar sub-district to the south. Pedes sub-district consists of 12 villages, namely Jatimulya village, Kertaraharja village, Karangjaya village, Malangsari village, Kertamulya village, Payungsari village, Rangdumulya village, Labanjaya village, Sungaibuntu village, Kendaljaya village, Dongkal village, Puspasari village. The land area in Pedes sub-district consists of 60,840 hectares.

Geographically, most of the Pedes District community relies on agriculture, and coastal communities typically rely on seafood and fish farming for their livelihoods. The economic conditions of the Pedes community itself still have a large number of poor people. Based on data from the Central Statistics Agency (BPS), there are 106,780 people in Karawang Regency living in extreme poverty. The poverty rate in the region in 2020 will be 195,100 people, or 8.26 % of the total local population of 2.3 million. Among poor households, there are 195,100 people, around 51% or 106,780 people are classified as extremely poor. In Pedes District itself, the highest poverty rates are found in the villages of Jatimulya, Karangjaya, Kertaraharja, Payungsari, and Randumulya.

### Overview of the Family Hope Program (PKH) in Pedes District

The Family Hope Program (PKH) has been implemented in Karawang Regency since 2007. The selection of Karawang Regency as one of the PKH implementing agencies was not simply decided by the central government, in this case the Ministry of Social Affairs of the Republic of Indonesia, but through a designed selection mechanism. The selection criteria for

implementing PKH districts are: high poverty rates, malnutrition rates, conversion rates from elementary/middle school to junior high/Islamic junior high school (SMP/MTS), and the availability of educational and health facilities and infrastructure. Besides being data-based, regional commitment to PKH implementation is equally important.

One of the areas with the largest number of PKH beneficiaries is Pedes District. The number of beneficiaries in Pedes District recorded in the 2022 online social assistance data system is 10,982. These beneficiaries are spread across various sub-districts and villages. For more details, see the following data on the distribution of PKH beneficiaries in Pedes District:

**Table 2.** Distribution of PKH KPM in Pedes District

No	Subdistrict	Family Hope Program Beneficiary Families	Presentation
1	Dongkal	712	6%
2	East Java	1478	13%
3	Karangjaya	691	6%
4	Kendal Jaya	801	7%
5	Kertamulya	704	6%
6	Kertaraharja	650	6%
7	Lebanjaya	971	9%
8	Malang	641	6%
9	Umbrella	1176	11%
10	Puspasari	930	8%
11	Rangdumulya	751	7%
12	Sungai Buntu	1477	13%
		10982	100%

Source : <https://solidaritas.jabarprov.go.id/>

Based on the table, Jatimulya Village has the largest number of beneficiaries in Pedes District, with 1,478 beneficiaries, or 13% of the total. Next comes Sungaibuntu Village, which has only one less beneficiary, with 1,477 beneficiaries. Despite the large number of PKH beneficiaries in Pedes District, the facilitators have successfully graduated many beneficiaries.

One of the successes of PKH facilitators in conducting independent graduations for KPM is in Pedes District, Karawang Regency. Between 2020 and 2022, they successfully graduated 120 individuals, or approximately 33% of the total number of beneficiaries, exceeding the Ministry of Social Affairs' target of 10% of the total number of beneficiaries.

**Table 3.** Companions and KPM in Pedes District

NAME OF COMPANION	Number of KPM	GM TARGET (8%)	KPM GM ENTERS APD	GM TARGET REMAINS	GM PERCENTAGE
air conditioning	369	30	18	12	61%
AH	330	26	5	21	19%
AF	363	29	25	4	86%
CA	301	24	13	11	54%
ICE	276	22	20	2	91%
EJ	302	24	28	-4	116%

NAME OF COMPANION	Number of KPM	GM TARGET (8%)	KPM GM ENTERS APD	GM TARGET REMAINS	GM PERCENTAGE
PH	332	27	39	-12	147%
RG	329	26	25	1	95%
SS	322	26	34	-8	132%
SW	320	26	57	-31	223%
S	250	20	29	-9	145%
YS	359	29	5	24	17%
	3,835	308	298		

Source: PKH Profile of Karawang Regency, 2025

## The role of social companion

### Facilitative Role

The success of the PKH program is determined by the quality of services provided by social assistants. The routine activities carried out by these assistants can impact the lives of beneficiaries, both directly and indirectly. In the context of this research, these activities are referred to as the role of PKH assistants. The role of assistants in this research is to encourage beneficiary families (KPM) to achieve independence.

The end of KPM membership in the PKH program can be done in two ways, namely natural graduation and independent graduation. PKH KPMs who do not meet the criteria for receiving PKH benefits based on aspects of education, health or social welfare will leave naturally, and this process is called Natural Graduation. Meanwhile, the second *exit strategy* process is independent graduation, which can be seen from the KPM being deemed to no longer meet the socio-economic eligibility criteria to take part in the program and the KPM PKH family can also voluntarily ask to leave the program.

Based on field data, the independent graduation process begins with mentors providing encouragement and motivation to KPM. This encouragement is provided to individuals through personal communication with KPMs with better socioeconomic conditions as KPMs who are considered potential for independent graduation. This is done by visiting KPMs door-to-door (home visits), as well as collectively through group meetings and discussion forums.

The mentor will monitor the problem-solving interventions that have been implemented. The goal is to assess the progress of the participants and continue to facilitate their needs. As stated by one of the following informants:

*"Yes, ma'am, so when there are gatherings, I usually like to encourage our businesses to progress, our businesses to run smoothly so that we can be independent and when we are independent, we can graduate."*

In every issue, especially those related to *misleading* information about independent graduation, mentors engage in persuasive approaches with those who may be affected. This is done to minimize the misinformation that could discourage beneficiaries from pursuing independent graduation. As mentors in Pedes sub-district do, they often negotiate with the husbands or families of beneficiaries, especially those whose husbands refuse because their

wives, as PKH participants, are included in the potential graduation category. For example, the husband of a graduated beneficiary in Payung Sari village, argued :

*" PKH is assistance from the government, right ma'am? It's clear that my wife is included in the PKH data, which means my wife is entitled to it. Why is she already receiving assistance and now she has to be told to stop? Who are you going to replace her with?"*

Facilitators also play a role in monitoring the progress of their participants and continuously facilitating their needs, especially those related to their businesses. In this regard, PKH facilitators receive and resolve complaints from PKH participants .

**Table 4.** Facilitative Role of PKH Companions in Pedes District

No	The Role of a Companion	Facilitative Role
1.	Gathering KPM to discuss problem identification and program intervention plans . Next, organizing KPM to form business groups, such as: sheep farming business groups.	Organization.
2	Mentors can also motivate participants to regularly access their healthcare and education services, providing encouragement for potential KPMs to graduate.	Social Animation
3	The facilitator plans and implements monthly KPM meetings. Provides access to KPM for complementary assistance such as KIP and KIS. PKH facilitators also play a role in ensuring that the right participants receive assistance according to the specified schedule by coordinating with the Post Office for the disbursement of PKH funds.	Facilitator
4	Mentors also play a role in monitoring the progress of their mentored participants and continuously facilitating their needs. They also reach agreements with KPMs who have graduated to become independent and undertake GM.	Consensus
5	Conducting a lobbying approach with KPM families (husbands, relatives, etc.) who usually hinder/hinder KPM for GM because they want to remain as PKH participants.	Mediation and Negotiation
6	Facilitators interact with other organizations and service institutions to collaborate in providing services to PKH participants. For example, they invite district coordinators and PKH supervisors to attend group meetings/FDS and add material on GM socialization.	Utilization of resources
7.	Providing personal support to provide FDS materials ( such as brochures, leaflets, banner backdrops, etc.) Supporting KPM in starting a business.	Supporters
8.	Building strong bonds with KPM, Direct intensive approach with regular home visits to KPM	Personal Communication

Source: Processed Research Results 2025

### Educational Role

Facilitators are tasked with transferring knowledge to beneficiaries (KPM) so they can develop the soft and hard skills necessary for independence. This *knowledge transfer process is carried out* through facilitators' roles in raising community awareness, one of which is through *Family Development Sessions* (FDS) or Family Capacity Building Meetings (P2K2).

This activity is one of the strategic means and part of the empowerment process in the Family Hope Program (PKH) in the form of group meetings for PKH recipient families. FDS is

used by PKH facilitators as a forum to carry out their role in providing information and materials identified by the Ministry of Social Affairs through five modules to achieve PKH goals, namely independence of cognitive abilities, affective in KPM in the education module, health and nutrition module, economics, child protection, social protection for the elderly and people with severe disabilities.

In FDS activities, the facilitator becomes the person who provides education to the beneficiary families (KPM). The facilitator acts as an educator, delivering educational content related to childcare and education, economics, child health and protection, the elderly, and people with disabilities. This role as an educator is highly relevant to the goals of social work as outlined by Damanik (2008), namely, the goal of social work is to increase a person's capacity to solve problems, face difficulties, and effectively carry out their functions and roles in life.

**Table 5.** Educational Role of PKH Companions in Pedes District

No	The Role of a Companion	Educational Role
1.	Providing basic information and knowledge related to education modules, health and nutrition modules , economics, child protection, social protection for the elderly and people with severe disabilities	Provide information
2	Monthly meetings, providing FDS materials, and a religious and moral approach to poverty. Encouraging the community to view poverty more broadly and believe in the ability to overcome it.	Increasing public awareness
3	Conducting training in sewing, making various food preparations, making clothes, making animal feed, packaging goods and marketing	Training
4.	Elaboration of group meeting material with Article 42 of the Law on Handling the Poor ( prison sentence if KPM falsifies socio-economic verification and validation data). Carrying out labeling and sticker activities for KPM houses as poor families receiving PKH benefits.	Confrontation

Source: Processed Research Results 2025

### Representational Role

Efforts to increase participants' capacity for independence are carried out by mentors who initiate training activities and develop business ventures. These activities also involve the mentors' representative role in obtaining resources and building networks, as they mutually support changes in KPM, both through cognitive and environmental aspects that can foster independence through graduation.

In Kertajaya Village, facilitators encourage participants to start a goat farming business together. Meanwhile, in Payungsari Village, KPM (family members) receive training in food processing. These efforts are not undertaken alone; facilitators collaborate with practitioners and experts in the field to provide fertilizer training with the Faculty of Agriculture from UNSIKA. In this collaborative activity , facilitators play a role in obtaining resources, including resources. Other collaborations are also sought annually by facilitators, taking into account existing resources and existing networks.

From the field data, it is also known that the facilitators also play an advocacy role by connecting KPM to obtain access and complementary assistance from other programs such

as Non-Cash Food Assistance (BPNT), Joint Business Groups (KUBE) and Productive Economic Enterprises (UEF) and E-Warung.

Communication and coordination are also established with village and sub-district governments, a role played by facilitators in building community relations. One way to achieve this is through the Village Minggon Meeting, a routine weekly activity that must be held by each village every Wednesday in all villages throughout Karawang Regency.

Furthermore, mentors also play a role in disseminating information through various social media platforms. This includes the success of mentors in Pedes District, who graduated 120 KPM (Family Families) between 2020 and 2022. The representative role in the aspect of sharing knowledge and experience is seen in the activities carried out by the mentors by presenting KPM who have successfully graduated independently to provide testimonials to other KPM, especially those who are considered to have the potential to graduate independently.

**Table 6.** Role of PKH Companion Representatives in Pedes District

No	The Role of a Companion	Representative Role
1.	The facilitator seeks information sources and programs that can be used to build community capacity. Collaborating with the Faculty of Agriculture, Singaperbangsa University, Karawang	Getting Sources
2	The assistants advocate with Health and Education Services to ensure participants receive adequate access. They ensure that KPM receive complementary assistance such as KIP, KIS, KUBE, and UEF through village officials, which are then submitted to schools and local governments.	Advocacy
3	The companion communicates with the village and sub-district governments, Singaperbangsa Karawang University, and other experts who can assist KPM.	Networking and
4	Participating in meeting activities with village and sub-district governments, including Musrembang	Public relations
5	Sharing knowledge related to KPM needs. Presenting KPM who have graduated independently to provide testimonials to KPM PKH participants, especially focusing more on potential KPM for GM.	Sharing Knowledge
6	Conducting news coverage and providing media releases regarding the development of Independent Graduation KPM	Utilization of Social Media

Source: Processed Research Results 2025

### Technical Role

The mentor is responsible for empowering participants to become economically independent. In terms of their technical role, the mentor first collects data on the participants' needs and potential. The mentor maps data from updates on the economic development of beneficiary families (KPM) who have been assessed as having the potential to be promoted toward independent graduation. This assessment is based on family asset ownership, such as housing conditions, vehicle ownership, business ownership, length of time receiving Family Hope Program (PKH) assistance, and regular family income. This will then yield valid data on

the potential of beneficiary families (KPM) to be graduated, which the mentor will then follow up on in an effort to promote independent graduation.

**Table 7.** Technical Role of PKH Companions in Pedes District

No	The Role of a Companion	Technical Role
1	Data collection and identification of community needs and potential for empowerment programs. Inventory and mapping of potential beneficiary families eligible for Independent Graduation. Compiling records of beneficiary family development in a ledger (recording). Regulating updates of socio-economic data (PDSE).	Data analysis
2	Reporting on monitoring and evaluation, data updates, and FDS attendance using a computer. Reporting on independent KPM graduates using the Socioeconomic Data Update (PDSE) form via the e-PKH application.	Using a Computer
3	Presentations of the accompanying modules are conducted verbally using dedicated accompanying tools. Presentations are provided in providing material on FDS to KPM. Presentations are presented in the weekly village and sub-district meeting reports.	Verbal and written presentations
4.	Providing skills for recording and managing KPM's daily finances. Financial record-keeping training for starting a business.	Financial management

Source: Processed Research Results 2025

## Discussion

Field findings indicate that PKH facilitators play a role in encouraging independent graduation of PKH beneficiaries. The PKH program positions social facilitators as the spearhead of program success. Facilitators play a strategic role in the program's success because they interact directly with every PKH service process. The PKH Facilitator Pocket Book (2016) states that Facilitators are PKH implementers at the sub-district level, and their primary function is to directly assist PKH beneficiaries.

The concept of a companion in the realm of social work is similar to that of a community worker, as stated by Twelvetree (1991), who states that a community worker is someone tasked with increasing the capacity of their community through collective action. PKH companions also have the same function as community workers, in that they are expected to increase the independence of PKH participants so they can escape the cycle of poverty.

Furthermore, community workers (PKH) have specific roles aimed at achieving the goal of encouraging independent graduation of beneficiary families (KPM). In this study, these roles are defined by Ife (1995), who divided them into four categories: facilitation, education, representation, and technical. This study will first examine these roles as performed by PKH facilitators in Pedes District, Karawang Regency.

The roles of these facilitators aim to encourage the independence of beneficiaries. A form of independence validated as a successful facilitator is the choice of beneficiaries to graduate independently. From this theoretical review, it can be concluded that graduation can

be considered a termination process in the community empowerment stage. Isbandi (2001) states that termination is the termination of a program according to a predetermined timeframe, goals have been achieved, and/or because the budget has been completed. From these expert statements, it can be concluded that termination means the end of services to beneficiaries due to goals having been achieved, the timeframe having expired, and other factors that make the service unsustainable. Similarly, in the PKH program, termination is carried out through a beneficiary graduation evaluation process.

## CONCLUSION

This study, which examines the role of mentors in encouraging independent graduation in Pedes District, Karawang Regency, aims to provide an overview of the role of mentors in changing the behavior of KPM to become independent. This study uses Jim Iffe's (200) Role Theory regarding the role of community workers, which divides it into four roles: Facilitative Role, Companion encourage PKH KPM to fulfill basic needs and develop the independent productivity of KPM who have graduated independently. The educational role carried out by the companions was concluded to be able to increase knowledge and hard skills through the *Family Development Session program* and vocational training. The Representative role connects KPM with various resource systems that can develop their business, carried out by collaborating with various advocacy stakeholders to obtain complementary services from other programs such as KUBE; as well as presenting KPM participants who have graduated independently to motivate other participants. The Technical Role is related to improving the performance of KPM to be independent.

## REFERENCES

- Acosta, P. A., & Velarde, R. (2015). "Sa Pantawid, Malapit nang Makatawid!"; (With Pantawid, we are closer to getting out of poverty!) An Update of the Philippine Conditional Cash Transfer's Implementation Performance. *Philippines Social Protection Note*, (8), 1–12. Retrieved from [www.worldbank.org](http://www.worldbank.org).
- Akatiga dan Kementerian Sosial. 2014. *Mixed Method Process Monitoring and Evaluation of Family Development Session (FDS) in Indonesia's PKH Program*. Jakarta.
- Amin, A. R. (2010). *Analisis Peran Pendamping Dalam Program Keluarga Harapan (PKH) Pada Suku Dinas Sosial Jakarta Utara*. Skripsi. Universitas Islam Negeri Syarif Hidayatullah Jakarta.
- Bappenas. (2008). *Program Keluarga Harapan (PKH): Two Case Studies on Implementing the Indonesian Conditional Cash Transfer Program*. (5), 1–43. Retrieved from <http://www.bappenas.go.id/get-file-server/node/7315>
- Bappenas. (2008). *Program Keluarga Harapan (PKH): Two Case Studies on Implementing the Indonesian Conditional Cash Transfer Program*. (5), 1–43. Retrieved from <http://www.bappenas.go.id/get-file-server/node/7315>.
- Barker, R. L. (1987). *The Social Work Dictionary*. National Association of Social Workers, Maryland: Silver Spring.

- Casiavera. (2019). Strategi Peserta Program Keluarga Harapan (PKH) Mempertahankan Status Pesertanya: Studi Nagari Punggasan Timur Kecamatan Linggosari Baganti Kabupaten Pesisir Selatan. *Jurnal Masyarakat Maritim*, 3(2), pp 10-25. DOI : 10.31629/jmm.v3i2.1716.
- Creswell, J.W. (2014). *Research Design Pendekatan Kualitatif, kuantitatif dan Mixed*. Pustaka Pelajar. Yogyakarta.
- Denzin, N. K., & Lincoln, Y, S. (2009). *Handbook of Qualitative Research*. Thousand Oaks, California: SAGE Publications, Inc.
- Ekantiningasih, P. D. ((2017). Pelaksanaan Pendidikan dan Pelatihan Family Development Session di BBPPKS Yogyakarta. *E-Jurnal Prodi Pendidikan Teknologi Pendidikan*, 6(6).
- Fadliyaturohmah. "Graduasi Mandiri Dari PKH". Program studi Interdisciplinary Islamic Studies Konsentrasi Pekerjaan Sosial Universitas Islam Negeri Sunan Kalijaga Yogyakarta, 2018.
- Handler, Joel F. and Yeheskel Hasenfeld. (2007). *Blame Welfare: Ignore Poverty and Inequality*. New York, USA: Cambridge University Press.
- Hanif, A. (2016). An Analysis of Poverty Reduction Program Based on the Conditional Cash Transfer (CCT) (A Case of the Family Hope Program Implementation in Pandak Bantul District 2014). *JKAP (Jurnal Kebijakan Dan Administrasi Publik)*, 20(1), 56. <https://doi.org/10.22146/jkap.12557>
- Hanif. (2015). Mewujudkan Program Keluarga Harapan (PKH) Yang Lebih Bermakna: Analisa Gender Terhadap Implementasi PKH di Kabupaten Siduarjo (Jawa Timur) dan Kabupaten Bima (NTB)". Friedrich Ebert Stiftung. Jakarta.
- Hashemi, S.M., & Montesquiou, A.A. (2011). *Reaching the Poorest: Lessons from the Graduation model*. Focus Note 34. Washington, D.C: CGAP.
- Ife, J., & Tesoriero, F. (2008). *Community Development: Alternatif Pengembangan Masyarakat di Era Globalisasi* Community Development. Yogyakarta: Pustaka Pelajar, hlm.558.
- Inter-American Development Bank. (2015). *Moving ahead: Recertification and Exit Strategies in Conditional Cash Transfer Programs*. Inter American Development Bank.
- Ishartono, I., Rusyidi, B., & Raharjo, S. T. (2017). Potret Orang Miskin Dari Perspektif Kekuatan. *Share : Social Work Journal*, 7(1), 46. <https://doi.org/10.24198/share.v7i1.13816>.
- Istiana, Hermwati. 2012. Dampak Program Pengetasan Kemiskinan di Kabupaten Jayapura. *Jurnal Penelitian dan Evaluasi Pendidikan*
- JAUNA, , Agus Fiadi, and Neni Triana.2021. DAMPAK PROGRAM KELUARGA HARAPAN (PKH) TERHADAP KEMISKINAN DI DESA TELUK KABUPATEN BATANG HARI PROVINSI JAMBI. Diss. UIN Sulthan Thaha Saifuddin Jambi.
- Khoiriyah, N., & Kunarti, K. (2019). Graduasi Mandiri: Bentuk Keberdayaan Penerima Manfaat (Kpm) Program Keluarga Harapan (Pkh) Di Kabupaten Pati. *Komunitas*, 10(2), 143–156. <https://doi.org/10.20414/komunitas.v10i2.1216>
- Kholis, N. (2019) "Analisis Implementasi Kebijakan Pengentasan Kemiskinan Melalui Program Keluarga Harapan (PKH) Di Kecamatan Tanah Merah Kabupaten Bangkalan". Universitas Airlangga, 2019.

- Kuntjorowati, E., Ikawati, I., Murtiwiidayanti, S. Y., & Udiati, T. (2019). Conditional Cash Transfer Breaks the Chain of Poverty for Next Generation. *International Journal of Humanities and Social Science*, 9(3), 126–135. <https://doi.org/10.30845/ijhss.v9n3p16>.
- Lahuo, F. R. (2010). Evaluasi Program Keluarga Harapan (PKH) Di Kabupaten Bone Bolango Provinsi Gorontalo. Thesis. Universitas Negeri Sunan Kalijaga Yogyakarta.
- Lestari, Widia, (2019). Pemberdayaan Rumah Tangga menuju Kemandirian melalui Modal sosial pada Program Keluarga Harapan (PKH). Universitas Sebelas Maret Surakarta.
- Miles, B. Mathew dan Michael Huberman. 1992. Analisis Data Kualitatif Buku
- Nainggolan, T., dkk. (2012). Program Keluarga Harapan Di Indonesia: Dampak Pada Rumah Tangga Sangat Miskin di Tujuh Provinsi. Pusat Penelitian dan Pengembangan Kesejahteraan Sosial (P3KS) Press, Jakarta.
- Nunung Nurwati. 2008. “Kemiskinan : Model Pengukuran, Permasalahan dan Alternatif Kebijakan”. *Jurnal Kependudukan Padjadjaran*, Vol. 10, No. 1, Januari 2008 : 1 – 11
- Ozer, E. J., Fernald, L. C. H. C., Manley, J. G., Gertler, P. J., Balacuit, C. V., de Janvry, A., ... Davis, B. (2006). Contributing Factors in Basic Education through 4Ps (Pantawid Familyang Pilipino Program) Implementation. *Development Policy Review*, 20(1), 513–536. <https://doi.org/10.1093/wber/lhj002>
- Parker, S. W., & Todd, P. E. (2017). Conditional cash transfers: The case of progresa/oportunidades. *Journal of Economic Literature*, 55(3), 866–915. <https://doi.org/10.1257/jel.20151233>.
- Parson, et. Al, 1994. The Integration Of Social Work Practice, California Wardworth.inc.
- Parsons, et. al. (1994). The Integration of Social Work Practice, California Wardworth.inc.
- Patton, M. Q. (2009). Metode Evaluasi Kualitatif. Yogyakarta: Pustaka Pelajar.
- Puspitawati, H. (2010). Analisis Struktural Equation Modelling Tentang Relasi Gender, Tingkat Stres, dan Kualitas Perkawinan Pada Keluarga Penerima Program Keluarga Harapan (PKH). *Yinyang Jurnal studi Islam, Gender dan anak*, 5 (2), 328-345. Retrived from <http://ejournal.iainpurwokerto.ac.id/index.php/yinyang/article/view/278>
- Putri, D. (2014). Pelaksanaan Program Keluarga Harapan (PKH) Dalam Peningkatan Kesehatan dan Pendidikan Rumah Tangga Sangat Miskin (RTSM) Di Umbulharjo Kota Yogyakarta. Universitas Negeri Sunan Kalijaga Yogyakarta.
- Raharjo, P., & Program, P. (2015). the Effects of the Implementation of the Family of Hope Program Policy on the Quality of Education and Health Service of Poor Family in East Jakarta. *International Journal of Education*, 8(2), 114–128. <https://doi.org/10.17509/ije.v8i2.5318>.
- Raharjo, S.T. (2016). Asesmen dan Wawancara dalam Praktik Pekerjaan Sosial dan Kesejahteraan Sosial. Unpad Press: Bandung.
- Raharjo. (2016) Mix Method Process Monitoring and Evaluation Of The Family Depeloment Session (FDS) In Indonesian’s PKH Program. AKATIGA: AKATIGA.
- Rahmadhani, P.E., & Mulyana, N. (2020). Peran Pendamping Dalam Pengembangan Usaha Kecil Kelompok Binaan Program Keluarga Harapan (PKH) Di Desa Lebakagung Kecamatan Karawangpawitan Kabupaten Garut. *Jurnal Kolaborasi dan Resolusi Konflik*, 2,(1). Hlm 1-73. DOI : <https://doi.org/10.24198/jkrk.v2i1.27049>

- Rahmawati, E., & Kisworo, B. (2017). Peran Pendamping dalam Pemberdayaan Masyarakat Miskin melalui Program Keluarga Harapan. *Journal of Nonformal Education and Community Empowerment*, 1 (2), 161-169. DOI : 10.15294/pls.v1i2.16271.
- Riccio, J., & Miller, C. (2016). NEW YORK CITY ' S FIRST CONDITIONAL Cash Transfer Program. *Social Science Research Network Working Paper Series*, (May). Retrieved from <http://ssrn.com/abstract=2821765>.
- Segal. E.A., Gerdes. K.E., & Steiner, S. (2019). *An Introduction to The Profession of Social Work Sixth Edition*. Cengage Learning.
- Setyawardani, Diyah Tri Rezki, Cornelius J. Paat, and Lisbeth Lesawengen. 2020. "Dampak bantuan PKH terhadap masyarakat miskin di kelurahan Bumi Nyiur kecamatan Wanea kota Manado." *HOLISTIK, Journal Of Social and Culture*.
- Sheafor, B.W. & Horejsi, C.R. (2003). *Techniques and Guidelines for Social Work. Practice. Sixth Edition*. Pearson Education, USA.
- Sheafor, B.W., & Horejsi, C. R. (2002). *Techniques And Guidelines For Social Work Practice 6th Edition*. Pearson Education. Inc. United States of America.
- Suharto, E. (2015). Peran Perlindungan Sosial Dalam Mengatasi Kemiskinan Di Indonesia: Studi Kasus Program Keluarga Harapan. *Sosiohumaniora*, 17(1).
- Suharto, Edi. 2010. *Kemiskinan dan Perlindungan Sosial di Indonesia*. Bandung: Alfabeta
- Sukri, S.A. (2020). Implementasi Program Keluarga Harapan (PKH) Terhadap Keluarga Penerima Manfaat (KPM) Di Kota Pekanbaru. Universitas Islam Negeri Sunan Syarif Kasim Riau.
- Sumber Tentang Metode-metode Baru. Jakarta: UIP.
- Suntiana, L. (2015). Rancangan Model Kebijakan Penanggulangan Kemiskinan Dalam Perspektif Pemberdayaan Perempuan (Kajian Terhadap Implementasi Program Keluarga Harapan di Kecamatan Sumberbaru Kabupaten Jember. Universitas Brawijaya.
- Tan, Ngoh-Tiong & Envall, E. (2000). *Social Work: Challenges in the Millenium*. Switzerland: IFSW Press.
- Virgoreta, D. A. (2015). Implementasi Program Keluarga Harapan (PKH) Dalam Upaya Meningkatkan Kesejahteraan Masyarakat (Studi pada Desa Beji Kecamatan Jenu, Kabupaten Tuban. Universitas Brawijaya Malang.
- Yanti, F.Y., & Adi, I.R. (2020). Analisis Proses Terhadap Strategi Graduasi Keluarga Penerima Manfaat Program Keluarga Harapan Di Kabupaten Cianjur Dalam Kerangka Result Based Management. *Empati Jurnal Ilmu Kesejahteraan Sosial*, 9(2), 147-163. DOI: 10.15408/empati.v9i2.18133.
- Zastrow, C. (2009). *The Practice of Social Work: A Comprehensive Worktext*. Cengage Learning.
- Zastrow, C., & Kirst-Ashman, K.K. (2007). *Understanding Human Behavior and the Social Environment*. Thomson Brooks/Cole. United States of America.
- Zastrow, Charles (2000). *Introduction to Social work and social welfare*. Pacific Grove: Brooks/Cole

## DOCUMENT

Undang-undang Nomor. 11 Tahun 2009 tentang Kesejahteraan Sosial.  
Permensos RI Nomor 1 Tahun 2018 tentang Program Keluarga Harapan (PKH).  
Rancangan Teknorkartik RPJMN 2020-2024, BAPPENAS Tahun 2019.  
Laporan Dinas Sosialisasi Kabupaten Karawang Tahun 2019.  
Laporan Badan Pusat Statistik Tahun 2024.