



ISBN: 978-602-17102-5-8

Proceedings: International Seminar and Conference 2018

The Society Empowerment through Creative Economics and Education in Disruptive Era

Universitas Negeri Jakarta, 15 November 2018

Hosted by:

Universitas Negeri Jakarta
National University of Tainan
Universitas Negeri Gorontalo





International Seminar and Conference 2018

Jakarta, 15 November 2018



The Society Empowerment
through Creative Economics and
Education in Disruptive Era

The Society Empowerment through Creative Economics and Education in Disruptive Era

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Fakultas Ekonomi Universitas Negeri Jakarta

Jalan Rawamangun Muka Kampus A UNJ

Gedung R, Jakarta Timur 13220

First Edition: November 2018

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Welcome Remarks

From Dean Faculty Of Economics
Universitas Negeri Jakarta



Assalamualaikum warohmatullahi wabarokatuh,

Dear All,

It is our pleasure to welcome you to the Internasional Seminar and Conference 2018. This conference is a routine program of the faculty of economics Universitas Negeri Jakarta due to enhancing the quality of academic skills of the faculties member and also the students. This conference is also the way to broaden our networking to other parties to make collaboration and cooperation in the future. The theme in this year is The Society Empowerment through Creative Economics and Education in Disruptive Era as we realized creative economics and creative education are the best way for Indonesia to face the the global competition in the future.

We appreciate everyone who supports as well as participate in the conference, such as the keynote speakers, the rector of Universitas Negeri Jakarta, and the Dean of Universitas Gorontalo for the valuable support in this event. We also express our gratitude to all authors, session chairs, and all participant for the contribution to ISC 2018. Congratulation to all the committee for organizing the conference.

Thank you again for participating in this year's conference. We hope you enjoy it and find this experience useful in your professional field. We look forward to seeing you at our upcoming conference next year.

Wassalamualaikum warohmatullahi wabarokatuh

Best regards,
Prof. Dr. Dedi Purwana, M. Bus

Welcome Remarks

From The Chair of The Conference



Assalamualaikum warohmatullahi wabarokatuh,

To our distinguished guest; The keynote speakers, The Rector of Universitas Negeri Jakarta, The Deans of Universitas Negeri Jakarta, The Dean of Universitas Gorontalo, The presenter, and all of the participant of International Seminar and Conference 2018. On behalf of the Committee of the ISC 2018, we welcome and give the appreciation for fulfilling the invitation to this event.

This year we have received many paper submission form many different fields including management, accounting, education, and social sciences. We are happy the authors are coming from many different universities in Indonesia. It seems the conference achieved the goals of the event. One of the goals of the event is enhancing the opportunity to make collaboration among the scholars to improve the quality of the study in Indonesia.

We owe to many parties regarding the succeed of the confrence. Therefore, we need to express the gratefulness to the keynote speakers, the rector of Universitas Negeri Jakarta, and the Dean of Universitas Gorontalo, the Dean faculty of economics Universitas Negeri Jakarta. However, we realize that it could be some shortcomings while we organize this conference. Hence, we appologize and promise to conduct a better conference in the future.

Wassalamualaikum warohmatullahi wabarokatuh

Best regards,
Dr. Siti Nurjanah, SE, M.Si

Curriculum Vitae

Dr. Nining Indroyono Soesilo, M.A



Dr. Nining Indroyono Soesilo M.A completed her undergraduate education as an architect at ITB in 1982. Then she completed her education at the University of Iowa in Iowa City, USA in 1986 and obtained an MA in Urban Geography and Regional Planning. She got her doctorate in Monetary Economics at the FEUI in 2004.

She has a variety of experience for her career. She began as a reporter for the campus magazine ITB in 1976. Then, she served as an architect for PT. Tripanoto-Sri in Jakarta in 1985. After that, she worked as a cartoonist for Media Caraka magazine in Washington DC until 1987. Since 1987, she has served as Research Staff at LPEM FEUI to date. She began teaching at the FEUI from 1990 until now.

Some of her researches included Revitalization of Trade Institutions in the Context of Export Development (BPEN, 1999), Feasibility Study of Barelang Law (Depperindag, 1999), Analysis of Economic and Social Impacts of Privatization of PT. Krakatau Steel (PT. Krakatau Steel, 1999), Basic Five-year Development Guideline for Karawang District 2000-2005 (Bappeda Karawang, 2000), Preparation of Regional Development Programs for the Bangka-Belitung province 2002-2006 (Bappeda Province Bangka-Belitung, 2001), Plan Strategic District of Indragiri Hilir (Regional Government of Indragiri Hilir Regency, 2002), Decentralization of JICA II (JICA, 2002), and Renstra DKI (2002).

Curriculum Vitae

Meg Mingchen Lu



Meg Mingchen Lu is a Professor of the Department of Education, National University of Tainan, Taiwan. She held a BA in Business Administration and received two master degrees, one Master of Science (MS) degree in Counselor Education from the Canisius College (USA) back in 1996, and another degree in Master of Education (EdM) from the Department of Educational Leadership and Policy, State University of New York at Buffalo (USA) in 1998. Then, She worked as a school counselor and also studied for her doctorate. She received her Ph.D. degree in 2001 with majoring in Social Foundations: the Comparative and Global Studies in Education. She keeps a good connection with her almmater, and still serve as a visiting professor in the Office of International Education of the State University of New York at Buffalo. She has many professional experiences, including:

- Ministry of Education Taiwan:
 - Coordinator for Curriculum and Instruction, Gender Equality Education Committee (2017-2019)
 - Committee member, 12-year Basic Education Curricula Review Board, 2016-present
 - Vice chairperson, Compulsory Education Counseling Group for Gender Equality Education, 2016-present
- Taiwan Hao Youth Association, Taiwan: Founder and President, 2014 – present
- National University of Tainan: Director, Gender Empowerment and Sexual Harassment Prevention Research Center, 2018 - present

Curriculum Vitae

Fajar B. Hirawan, BA, MS, Ph.D.



Fajar B. Hirawan, BA, MS, Ph.D., is a Special Staff Assistant for Economics of President Republic of Indonesia. He is also a lecturer of School of Government and Public Policy (SGPP), Indonesia as well as a researcher of Centre for Strategic and International Studies (CSIS) Indonesia. He received his BA in Economics in 2006 after completing his study at Faculty of Economics, University of Indonesia (FEUI). During his undergraduate program at FEUI, especially in 2005-2006, he was elected as the President of Indonesian Development and Economic Studies in 2008, he continued his Master degree in Development Studies at Faculty of Economics, University of Rome "La Sapienza" with the scholarship from Italian Ministry of Foreign Affairs and SPES Development Studies Research Centre. He completed his study in 2009 with thesis titled 'The Pattern of Employment and Growth in the Process of Structural Change: Examining the Role of Farm Sector in Indonesia 1993-2007'. Then, He was an Australia Awards PhD scholar in economics with the School of Economics, Faculty of Arts and Social Sciences at the University of Sydney, Australia. He graduated for Ph.D degree in 2017. His research mainly focuses on Macroeconomics, Development Economics, Food Security, Digital Economy, Indonesian and Asia-Pacific Economy, Agricultural Economics and Economic Growth.

Thursday, 15 November 2018

08.00 - 08.45 WIB	Registration
09.00 - 09.15 WIB	Opening
09.15 - 09.20 WIB	Speech of Economics Faculty Dean UNJ
09.20 - 09.30 WIB	Speech of Rector UNJ
09.30 - 11.30 WIB	Main Speakers: <i>Meg Mingchen Lu, Ph. D</i> <i>Dr. Nining Soesilo, M. A</i> <i>Fajar Bambang Hirawan, Ph.D</i>
11.30 - 12.30 WIB	Break, Lunch
12.30 - 14.30 WIB	Session 1
14.30 - 14.45 WIB	Coffe Break
14.45 - 16.45 WIB	Session 2

Friday, 16 November 2018

09:00 - 11:00 WIB	Qualitative Research Course
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Creativity that matter--Using Critical Reading, Thinking Skills and Dialogue to Rebuild Self-Esteem of Underprivileged Middle School Students in Taiwan

Meg Mingchen Lu

Program Leader, National University of Tainan

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Dr. Meg Lu's research interests include comparative and global education, multicultural education and gender equity education in teacher training and education, both pre-service and on-service. She has participated in a nationwide project hosted by National Academy for Educational Research. This project is mainly focusing on the creative and critical reading skills of students for K-12. She received grants for establishing gender mainstreaming, gender equity curriculum and teaching policies in Taiwan. Meg Lu is also a founder of HaoYoung Association for young adults. This association aims to help underprivileged students from elementary to high school students. She is also served as a consultant and committee members in gender equity for the Ministry of Education.

Abstract

This research project is funded by the Government, Ministry of Science and Technology in Taiwan. The purposes of this research are to help underprivileged middle school students examining their premonitions and beliefs, improving their reading and reasoning skills and ultimately move toward more rational thinking and ideas more easily supported with logic. Therefore, they should learn to think through reading materials, practicing to raise questions to their peers in a mannered way. By doing this process, students would be able to increase their self-confidence and self-esteem.

For training students to read and think creatively and critically, this research adopts the concept of Socratic questioning and uses Socratic Circles as research methodology and approach. Socratic circle turns the vast majority of the guidance of the conversation and the ownership of the material over to the students. Socratic circles are built as two circles, one focusing on exploring the meaning expressed in the text, second circle focusing on observing the conversation. The two circles are set upon a foundation of the following components: a short passage of text that students have read critically.

This research project is still in ongoing process for 3 years. Currently, our search teams are working in several middle schools located in rural areas.

Key words: Creative Education, Critical Thinking, Socratic Circles

Empowering Creative Economic in Disruptive Era

Nining I. Susilo

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Abstract

Regarding the elements of empowerment, it is found that this has close relation with many thing including goal, skill, coaching, performance. control, management, solution, guide. It is also mentioned by many scholars that empirical findings on empowerment on small and medium enterprise will have close connection with coaching, consulting, and training for better improvement in the future. Moreover, creative economic plays crucial role in Indonesia as it has 7.38% proportion of the total GDP or IDR 852.24 trillion. Most of them comes from culinary, fashion, and handicraft industry. Meanwhile, the whole industry facing the cyber physical system era which has disruption phases. Automation will reduce the need of the existing job, while the online will change the behavior of the people in spending their time and money. Indonesia government by the regulation in 2015 facilitates creative people to produce new businesses that are economically feasible through access to capital, access to infrastructure, and reliable human provision in this field. The recent policy in 2017 regarding the roadmap of e-commerce 2017-2019 that the government will apply the acceleration of the implementation the national electronic-based trading system.

Key words: Creative Economic, Disruptive Era, Empowerment

Indonesia's Creative Economy: Prospect and The Way Forward

Fajar B. Hirawan

Special Staff Assistant for Economics of President Republic of Indonesia

Abstract

The creative economy by Pangestu (2015) is mentioned as how value can be created from existing knowledge and technology, including cultural heritage. It is not just the cultural creative industries, but also the media, design, and science and technology-based industry. Indonesia has succeeded growth its creative economy and reached 5.95% in 2016 with around 16.91 million people behind it. The reasons of the crucial role of creative economy are the economic contribution, creation of value added, develop branding and national identity, preserving natural resources and cultural resources, and social impact on increasing social tolerance, pride, and love the nation. Some policies are released for answering the current challenges, such as: maintaining stability amidst increasing global uncertainty, policy collaboration to support economic growth, and building national capacity to utilize creative economy. In the future, it needs grand design to improve the role of creative economy. It has to give more incentives for creative economy's actors. It also needs to reduce the informality in the creative economy sector.

Key words: Creative Economic

Table of Content

Development Models of Stub Establishment Renah Kayu Embun Tourist Village on Based Local Wisdom as A Strategy to Promote of Attraction Tourism of Bukit Kayangan Sungai Penuh City Post is Set As Most Popular Hightland of The Year 2017 by The Indonesian Enchantment Award.....	1
<i>Anita Ekawati and Alvia Santoni</i>	1
Effect of Salary Satisfaction and Job Satisfaction on Turnover Intention with Organizational Commitment as Intervening Variables at Suzuki Indonesia Official Workshop Employees	2
<i>Adi Tiya Hartanto</i>	2
Influence of External Environmental Business Factor and Management Factor Against Strategic Plan to Increase Performance of PT Wijaya Karya (Persero) Tbk.	3
<i>Agus Haryanto</i>	3
Analysis of Quality of Marine Function Services (Census on Ship Parties In Tanjung Uban Oil Fuel Terminal)	4
<i>Agustinus Sitohang</i>	4
Effect Analysis of Financial Ratios on Stock Prices in Property and Real Estate Sub-Sector Companies Listed on The Indonesia Stock Exchange	5
<i>Ahmad Azmy and Ayu Lestari</i>	5
Dulohupa Model for Community Education	6
<i>Abdul Rahmat</i>	6
The Effect of Service Innovation, Corporate Reputation, and Customer Satisfaction on Corporate Performance PT Angkasa Pura I (Persero)	7
<i>Alfian Pratama</i>	7
The Effect of Pension Fund Investment Type on The Profitability Defined Contribution Pension Plan from Employer Pension Fund in Indonesia	8
<i>Alfiana and Andi Santika</i>	8
The Impact of Pension Fund Investment Type on The Return on Investment Financial Institution Pension Fund Industry in Indonesia	9
<i>Alfiana and Siska Putri Ningsih</i>	9

The Influence of Leadership, Organizational Commitment and Job Characteristic to Job Satisfaction and Its Implication to Turnover Intentions Company Employees Limited Liability Company Nusantara Plantation VI Business Unit Kayu Aro – Kerinci	10
<i>Alvia Santoni & Anita Ekawati</i>	10
Analysis of Capital, Wages and Productivity on Employment Absorption In Cakalang Fish and Coconut Oil Industry	11
<i>Alzefin Yolandi Roos Mareike Sinolungan</i>	11
Designing Performace Management System Improvement at PT. Jasaraharja Putera With Its Implementation Guidelines	12
<i>Anandha Budiantoro</i>	12
Understanding The Motivation of Banking Impairment Policies In Indonesia	13
<i>Andy Lasmana, Tjut Meutia Imelda Tenriwali, and Ade Budi Setiawan</i>	13
Comparative Study : Micro and Macro Determinant of Non Performing Loan in Indonesia	14
<i>Andy Setiawan, Bambang Hermanto, and Sri Setiawati</i>	14
Rationality of Gender Equality	15
of Indonesian Overseas Migrant Worker	15
<i>Anifatul Hanim</i>	15
Business Environment Analysis of PT Bank Tabungan Negara (Persero) Tbk as Alternative Competitive Strategy to Face State Owned Bank Holding.....	16
<i>A. D. Tuhu, M. Rizan and W. Segoro</i>	16
Entrepreneurship at Elementary School in Emerging Country: The Impact of Entrepreneurial Education and Outdoor Learning Environment on Entrepreneurial Self Efficacy	17
<i>Ari Saptono, Dedi Purwana, Agus Wibowo</i>	17
Relationship of Digital Media Literation and Learning Style With Student Learning Achievements.....	18
<i>Ati Sadiyah</i>	18
The Effect of Leverage, NWC, Short Term Debt, and Operating Cycle on Cash Holding in Consumer Goods Sector.....	19
<i>Audy Adami and Diyan Lestari</i>	19
The Effect of Competence And Organizational Culture, On Employee Performance With Work Motivation As A Mediation Variable (Study At 7 Universities)	20

<i>Bambang Utoyo</i>	20
Development of Portfolio Based Logistic Management Learning Module.....	21
<i>Brillian Rosy and Meylia Elizabeth Ranu</i>	21
Effect of Motivation, Competence, and Compensation In Improving The Performance Of Employees	22
<i>Budi Suryadi</i>	22
Effects of Work Family Conflict and Family Work Conflict on Job Satisfaction, Affective Commitment, Life Satisfaction and Emotional Exhaustion on DKI Jakarta Provincial Government Employees.....	23
<i>Citra Aprianty</i>	23
Development of Entrepreneurial intentional in Relation to Adversity Quotient and Self Efficacy for Students of Faculty of Economics of State University of Jakarta	24
<i>Corry Yohana, Diana Puspa Yunita, and Dita Puruwita</i>	24
Disruptive Innovation from <i>Laku Pandai</i> Campaign : Correlation system with Financial Technologies and Branchless Banking in Indonesia.....	25
<i>Deni Danial Kesa</i>	25
Phenomenology Study: Queen Bee Leadership.....	26
<i>Devita Permatasari, Melati Citra Anggraeni, Kevin Alvian Hartono, and Suharnomo</i>	26
Implementation of SIKOP Aplications as Cooperative Financial Software	27
<i>Dewi Nurmalasari, Marsofiyati, Darma Rika Swaramarinda, Dita Puruwita</i>	27
The Effect of Compensation and Organizational Culture on Work Satisfaction and Its Impact on The performance of State Civilization in The Lemhanas-RI Environment.....	28
<i>Didi Sumardi</i>	28
Analysis of Marketing Strategy to Leverage the Business Growth of Waste Bank Tri Alam Lestari.....	29
<i>Didip Diandra</i>	29
Analysis of Strategic Partnership Strategy to Accelerate the Business Growth of Pertamina.....	30
<i>Didip Diandra and Ebit Putra</i>	30
Management of Facilities and Infrastructure in Nurjamilah Junior High School, Bekasi	31
<i>Diyah Yuli Sugiarti and Robiatul Adawiyah</i>	31
Management of Homeschooling "Mutiara Ummat" In Bekasi	32

<i>Diyah Yuli Sugiarti, Yayat Suharyat, Baharuddin, and Ibnu Muthi</i>	32
Entrepreneurship Education In Distance Educational Setting: Universitas Terbuka Experience	33
<i>Durri Andriani dan Sjaiful Munir</i>	33
Providing Quality Distance Education For Teachers: Challenge Accepted	34
<i>Durri Andriani</i>	34
Analisis Key Competitiveness Indicator Property Developer Company Case Study of the South Tangerang Region	35
<i>Dwi Dewi Lavanti</i>	35
Human Resources Management and Organization Justice Impact on Employee Engagement through Perceived Organization Support: Case on LEMHANAS RI.....	36
<i>Eka Setyaningsih</i>	36
Analysis of Influence of financial literacy factors on financial planning to face retirement. (In the case study of the Economics and Accounting Teacher of State Vocational Schools in Jakarta).....	37
<i>Eka Setyaningsih</i>	37
An Employee's Competency Influences On Islamic Organizational Culture Impact On Performance Employee Behavior The Mutif Fashion Company	38
<i>Enggal Sriwardiningsih</i>	38
The Effect of Training and Work Motivation on Employee Performance at PT Matahari Department Store, Tbk.....	39
<i>Feny Febrina Winandar</i>	39
Analysis Antecedents of Job Satisfaction on Employee Performance: Testing Mediating Effect of Job Satisfaction	40
<i>Fiqh Maria Rabiatal Hariroh</i>	40
Effect of Work Motivation and Organizational Justice on Organizational Citizenship Behavior (OCB) through Job Satisfaction as Intervening	41
<i>Firly Zulkifli</i>	41
Effect of Organizational Climate, Stress and Work Motivation on Teacher Performance	42
<i>Forry A. Naway</i>	42
Internal Audit Contribution for Internal Control Effectiveness at Bandung Adventist Hospital	43

<i>Gery Anon Panggabean^{a,*}, Rolyana Ferinia Sibuea^b</i>	43
Application of The Investigation Group Method on Critical Thinking Ability	44
<i>Rendra Gumilar, Ati Sadiyah, and Gugum Gumilar</i>	44
Influence of Purchase Discount and Purchase Decision in Minimarket in Balikpapan... 45	
<i>Gusti Noorlitaria Achmad, Fitriansyah, Mochamad Ridwan, Trifa Annur Falah, Lenny Meitha Wulur and Hasfar</i>	45
Analysis of Facebook Online Business Through Social Media And Instagram in the Student Environment	46
<i>Halim K. Malik and Lavenia Ibrahim</i>	46
Effect of Motivation, Compensation, and Work Satisfaction On Seller Performance Performance Pt. Sejahtera Buana Trada - Jawa Timur	47
<i>Hari Cahyono</i>	47
The Effect of Transformational Leadership and Work Environment on Organizational Commitments in Muamalat Banks with Work Satisfaction as A Moderator Variable ... 48	
<i>Hendra Bagus Satriyaningrat</i>	48
Evaluation of Effectiveness of the Village Fund Program in The Coastal District of Bintan Regency in Riau Islands Province	49
<i>Henry Eryanto, Marsofiyati, Darma Rika Swaramarinda</i>	49
Improving Earning Through Garbage Bank	50
<i>I. H. Kurniasari, Sri Setiawati & Rina Apriliani</i>	50
Twenty Years of Research on Brand Love: A Systematic Review and Agenda for Future Research	51
<i>Ikhtiara Kaideni Isharina and Armanu Thoyib</i>	51
Evaluation of "Getting Zero To Halinar" Program Implementation (Handphone, Background, Drugs) In Prison Class I Cipinang Jakarta	52
<i>Indra Jaya Ali</i>	52
How Islamic Human Resources Management Facing Modern Organization Nowadays 53	
<i>Irena Sheyladini Utari and Fuad Mas'ud</i>	53
The Influence of Self Efficacy and Supervisor Support to Transfer of Training with Motivation to Transfer as Mediation Variable (Study on PT Sumatera Prima Fibreboard)	54
<i>Iswahyudi</i>	54

Public Service Challenge In Disruptive Era (A Case Study On Land Certification In Karanganyar Regency).....	55
<i>Johan Bhimo Sukoco and Hesti Lestari</i>	55
The Influence of Entrepreneurial Knowledge and Business Capital on the Performance of SMEs in Tomohon City	56
<i>Joubert M. Dame¹ and Allen A. Ch. Manongko²</i>	56
The Influence of Organizational Change and Organizational Culture on Employee Performance with Organizational Commitment as an Intervening Variable in PT Bank Panin KCU Plaza Pasifik	57
<i>Julfrida Panjaitan</i>	57
The Effect Of Aspect Conspicuousness, Uniqueness, Extended-Self, Vanity, Hedonism, Value Consciousness Consumers To Repurchase Intention Products Affordable (Study On The Consumer PT Mitra Adi Perkasa Tbk)	58
<i>Karil Maulita, Shandy Aditya, Muhammad Yusuf</i>	58
Effect of Transformational Leadership and Work Satisfaction On Organizational Citizen Behavior With Education Foundation Organization Commitment In Kunamatan Gunung Putri, Bogor District.....	59
<i>Khitara Aldila Chandra</i>	59
The Role of Bandung Masagi to Support Character Education of 2013 Curriculum in Integrated Science Lesson.....	60
<i>Kurnia Fadila, Ghery Priscylio, and Diana Rochintaniawati</i>	60
Effect Of Word Of Mouth And Service Quality Against Customer Loyalty Through Customer Trust.....	61
<i>Linda Dewi Wulan</i>	61
The Effect of Job Design, Quality of Work Life, And Affective Commitment Toward Work Productivity of Teachers At Junior High School Ternate City Indonesia	62
<i>Lukman Tamhir, Bedjo Sujanto and Netti Karnati</i>	62
Implications of Development in Village Areas Concerning with Disruption Era.....	63
<i>Marislinda Idris, Donna Sampaleng, Baharuddin</i>	63
Education in Indonesia (Between Expectation and Reality)	64
<i>Maryam Rahim and Wenny Hulukati</i>	64
Relevance of Goodwill and Book Value of Equity on Market Value of Equity in Companies Listed on the Indonesia Stock Exchange Period 2013-2016	65

<i>Meilani Purwanti and Neng Tika Septika S</i>	65
Relationship Between Student Entrepreneurship and Self-Esteem	66
<i>Meiske Puluhulawa, Mohamad Rizal Pautina and Moh. Rizki Djibran</i>	66
The Influence of Leadership and Organizational Culture on Job Satisfaction and Its Impact on the Performance of the Directorate General of Sea Transportation, Ministry of Transportation	67
<i>Mesrina Siahaan</i>	67
Competitiveness Analysis of PT. KTB in the Automotive Industry in Indonesia	68
<i>Minar Siahaan</i>	68
Relationship Of Potential Sectors Of Coastal Ecosystem As Basis For Development Of District And Education In Tanjung Jabung District Jambi Province	69
<i>Mira Hastin</i>	69
Analysis of Integrated Marketing Communications Strategy Vocational Education Program UI: Management of Website and Product that Supporting Public Relations ..	70
<i>Mohammad Ridha</i>	70
The Impact of Top Management Team Characteritics And Company Performance on Dividend Policy	71
<i>Muhammad Yusuf and Uhti Aisyah Khumayroh</i>	71
The Antecedents of Employee Intention to Leave the SMEs in Ngunut District	72
<i>Mudrifah¹, Dian Rokhmawati²</i>	72
Magnificent Academic Culture: Enhancing Student's Spirit in Contributing to Knowledge	73
<i>Narti Eka Putri Erna Mariana Susilowardhani and Diin Fitri</i>	73
Important Factors of Online Consumer Purchase Decision towards Islamic Fashion: Indonesia Context	74
<i>Nina Septina, Agus Hasan, Retno Adriani, Lilian Danil and Sarah Davina</i>	74
Junior Entrepreneurship: Case of SMP St.Yusuf Bandung	75
<i>Nina Septina, Lilian Danil, Christian Wibisono, Irsanti Hasyim, Sarah Davina and Grace Amanda Christella</i>	75
The Role of Motivation as Mediation of the Effect of Competence, Organizational Culture, and Career Development on the Performance of Private College Lecturers in the City of Manado	76
<i>Nova Ch. I. Mamuaya, Ramon A.F.Tumiwa, and Grace Jenny Sopotan</i>	76

Comparative Analysis of Competence Teachers Office Administration Vocational High School in Surabaya and Sidoarjo	77
<i>Novi Trisnawati, Bambang Suratman and Siti Sri Wulandari</i>	77
The Influence of Brand Positioning and Brand Equity on Purchase Decision in Improving Customer Satisfaction of Central Jakarta Apartment	78
<i>Novika Anggraini</i>	78
Administrasi Village Management in Improvement of Village Apparatus Services North Gorontalo The Districts Improvement of Village Apparatus Services	79
<i>Novianty Djafri, Syamsu Qomar Badu</i>	79
The Effect of Organizational Culture, Career Development on Organizational Commitment With Job Satisfaction as an Intervening Variable To Asn in The Ministry of Defense	80
<i>Novpretty Maharani</i>	80
The Effect of Placement, Career Development on Employee Performance With Work Satisfaction as an Intervening Variable In The Social Education, Research and Revenue Agency of The Ministry of Social Affairs	81
<i>Nur Aisyah</i>	81
The Influence of Remuneration and Motivation of Achievement To Organizational Commitment In Lecturer's Faculty of Economics State University of Jakarta	82
<i>Nuryetty Zain</i>	82
The Biggest Adoption of Online shop Technology in 2018 Using the Tam Method (Technology Acceptance Model)	83
<i>Osly Usman</i>	83
The Influence Of Leadership Style, Work Discipline, And Organizational Culture On The Performance Of Employees In The Ministry Of Religion Of The City Of Bekasi	84
<i>Pangestu Ari Pandoyo</i>	84
The Decrease of Turnover Intention	85
<i>Pulung Puryana</i>	85
The Station: Game Based on Windows Power Point to Recognize the Concept of Mitigation Program of Earthquake in Kindergarten	86
<i>Pupung Puspa Ardini, Irvin Novita Arifin, Hijrah Syahputra, Branislav Pupala, Aditya Dwi Prabowo</i>	86

Implementation of Storytelling Learning Strategies in Developing Language Skills Early childhood.....	87
<i>Rapi Us. Djuko</i>	87
Utilization of Internal Audio Visual Media Writing the Stories Story in Students in SD	88
<i>Rusmin Husain</i>	88
Comparison of The Quality Perception of Japanese And European Car (Survey of Community in Bandung City, West Java-Indonesia)	89
<i>Ratna Ekawati</i>	89
The Influence of Entrepreneurial Interests on Students' Decision Making In The Studens' Cooperatives Program.....	90
<i>Rendra Gumilar</i>	90
The Effect of Organizational Culture and Interpersonal Communication on Organizational Citizenship Behavior (OCB) With Organizational Commitment as Mediation Variables In PT. Jaktour	91
<i>Restia Merdyantie</i>	91
Blue Ocean Strategy, Creating Market Space Without Competitors and Let the Competition No More Relevant	92
<i>Rhini Fatmasari and Rismita</i>	92
The Effect of Leadership Style, Work Climate And Welfare on The Work Performance of The Employees In Religion Education And Training Centre Manado	93
<i>Rusli, Wibowo and Burhanuddin Tola,</i>	93
Analysis of the Effects of Compensation, Work Environment and Work Ability on Employee Performance at the Jakarta Provincial Youth and Sports Department	94
<i>Rya Paramitha</i>	94
The Influence of Organizational Climate, Career Development on Organizational Commitments To Increase Organization Citizenship Behavior (OCB) Relationship Manager (RM) SME Segment In Mandiri Bank	95
<i>Ryan Zulham Priyadi</i>	95
Finance Cash Management With Digital Economy Base	96
<i>Sri Setiawati and I. H. Kurniasari</i>	96
Effectiveness of Public Speaking Implementation in Increasing Professionalism of Village Devices in Cilebut	97
<i>Silvia Nurlaila and Rr Dinar Soelistyowati</i>	97

Model of Triple Helix-Based Creative Economy Development for SMEs in West Java Province.....	98
<i>Sintha Wahjusaputri, Somariah Fitriani and Tashia Indah Nastiti</i>	98
The Effect of Leverage Towards Response Coefficient Earnings In Manufacturing Companies In Indonesia Stock Exchange	99
<i>Sri Ambarwati</i>	99
The Effect of Transformational Leadership on Organizational Commitment and Its Implications on the Performance of Sundanese Restaurant Staff in West Java	100
<i>Sri Endah Nurhayati</i>	100
Analysis of Information Technology-Based Training Needs Is The Improving Efforts of Effectiveness of Training Management	101
<i>Sri Ratna Widyaiswara</i>	101
Influence of Brand Image, Price and Promotion on Consumer’s Buying Decision of Fast Moving Consumer’s Goods With Culture as a Moderating Variable in Basmallah Retail Store in Indonesia	102
<i>Sudaryanto</i>	102
Management of Education in Package C Equivalence Education In The Prison (A Case Study in Class IIA Prison of Bekasi).....	103
<i>Suharjuddin</i>	103
Factors That Influence The Interests of Students To Become Accounting Teachers ...	104
<i>Sulastri, Moh. Danang Bahtiar, Miranti Puspaningtyas and Sulikah</i>	104
The Effect of Compensation, Empowerment And Competency Toward Performance of Lecture In Wiralodra Universiti of Indramayu	105
<i>Sumardi Harun</i>	105
Development of Economic Learning Laboratory Model In High School.....	106
<i>Suparno</i>	106
Influence of Workload, Occupational Safety, and Helath on Job Satisfaction with Work Stress as a Mediating Variable: The study of The local Government of Jakarta	107
<i>Suparto Napitu</i>	107
Examination Of Theory Of Reason Action To Understand The Interests Of Working As A Driver Of Online Transportation Modes On High Education Workers	108
<i>Supriyadi and Dwi Putri Amalia</i>	108

Analysis of the Effect of Financial Fundamental on the Stock Prices of Indonesian and Malaysian Stock Exchange Property Companies (Case Study 2 Country) Year 2010 - 2017.....	109
<i>Surasti Febrianty</i>	109
Account Representative's Roles, Taxpayer's Knowledge And Taxpayer's Compliance	110
<i>Susilawati and Beti Rosbianti</i>	110
Willingness to Pay (WTP) Based Ticket Prices Analysis at Ancol Fantasy World	111
<i>Susy Bhudiharty¹, Kania Ratnasari²</i>	111
The Effect of Transformational Leadership, Organization Culture and Learning Organization on Effectiveness of NGOs.	112
<i>Suwaridah</i>	112
Financial Ratio Analysis Based on Risk Based Capital and Early Warning System to Assess the Financial Performance of Life Insurance Companies	113
<i>Theresia Imelda</i>	113
Trends In Health Insurance Across Vietnamese Regions: A Binary Logit Model	114
<i>Thu Nguyen Thi Hong and Y Hoang Ngoc Nhu</i>	114
The Effect of Work Compensation And Discipline on Employee Performance With Work Satisfaction As An Intervening Variable (Study In Pt Xd Sakti Indonesia).....	115
<i>Tri Mulyani Kartini</i>	115
Effect of Group Settings Symbolic Modeling Technique on Self-Discipline of Students of Class VIII State 12th Smp In Gorontalo City	116
<i>Tuti Wantu and Zulfitri A. Dampal</i>	116
The Impact of Leadership Styles and Workplace Environment on Employee Performance: A Case Study of the Office of Agricultural and Livestock North Sulawesi Province.....	117
<i>Ventje A Senduk</i>	117
The Effect of Work Satisfaction, Work Stress And Organizational Commitments To Turnover Intention In Employees of Pt. Aia Financial Indonesia Fa Academy Division	118
<i>Victor Witness Chandra</i>	118
The Influence of Servqual And Financing Margin on Financing Decisions And Their Impact on Customer Satisfaction	119
<i>Vironica Nurani</i>	119

Analysis of Inflation Rate, Bond Coupon, Bond Maturity, and Sbi Rate Towards Price of Government Bond Variable Rate (Vr) Series Registered at Indonesia Stock Exchange Year 2012-2016	120
<i>Wahyu Diah Nurcahyo, IGKA Ulupui and Rida Prihatni</i>	120
Community Empowerment As A Preventive And Curative Effort To Manifest Disaster-Resilient Villages.....	121
<i>Wenny Hulukati and Rizki Djibran</i>	121
The Effect of Leadership Style and Work Environment on Good Governance With Employee Motivation As A Mediation Variable In The Coordinator Ministry of Economic Affairs.....	122
<i>Widiawati</i>	122
Regulatory & Context Approaches: Educational Curriculum Development According to Regulation & Characteristics of Distance Education.....	123
<i>Yos Sudarso, Durri Andriani and Djahrudin</i>	123

Community Empowerment As A Preventive And Curative Effort To Manifest Disaster-Resilient Villages

Wenny Hulukati and Rizki Djibran

ABSTRACT

The objective this study is to empower community as a preventive and curative effort to manifest disaster-resilient villages through (1) the establishment of resilience of children and adolescents so that they are able to survive and remain stable as well as to be psychologically healthy after experiencing traumatic events; (2) children and adolescents no longer experience psychological problems or disorders such as: (a) physical symptoms: insomnia, feeling unwell, and easily startled, (b) Symptoms of emotions: fear or anxiety, sadness, feeling guilty, (c) symptoms of the mind: confusion and difficulty to focus, often recalling events, and nightmares, and (d) Symptoms behavior: easily crying, withdrawal from groups, fear of separation from parents, and irritability, and (3) generating products that are guidelines for preventive and curative efforts in dealing with children and adolescents (before and post-disaster). The methodology utilized the Education and Training (DikLat) through the provision of material (preventive) and conducting counseling (curative).

Keywords : Community Empowerment. Preventive and Curative Efforts. Disaster Resilient Villages

PEMBERDAYAAN MASYARAKAT DALAM UPAYA PREVENTIF DAN KURATIF UNTUK MEWUJUDKAN DESA TANGGUH BENCANA

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ABSTRACT

Tujuan dan target khusus kegiatan untuk; pemberdayaan masyarakat dalam upaya preventif dan kuratif dalam mewujudkan desa tangguh bencana melalui; (1) Terbentuknya resiliensi anak dan remaja sehingga tetap mampu bertahan dan tetap stabil dan sehat secara psikologis setelah melewati peristiwa-peristiwa yang traumatis, (2) Anak dan remaja tidak lagi mengalami masalah atau gangguan psikologis seperti: (a) Gejala fisik: sulit tidur, tidak enak badan, dan mudah terkejut, (b) Gejala emosi: takut atau cemas, sedih, merasa bersalah, (c) Gejala pikiran: bingung, sulit konsentrasi, sering teringat kembali pada peristiwa, dan mimpi buruk, dan (d) Gejala perilaku: mudah menangis, menarik diri dari pergaulan, takut berpisah dari orangtua, dan mudah marah, dan (3) Menghasilkan produk yaitu panduan upaya preventif dan kuratif dalam menenangkan anak dan remaja (sebelum dan pasca bencana). Metode yang digunakan adalah Pendidikan dan Latihan (DikLat) melalui pemberian materi (preventif) dan melakukan konseling (kuratif).

Kata Kunci: Pemberdayaan Masyarakat. Upaya Preventif dan Kuratif. Desa Tangguh Bencana

PENDAHULUAN

Bencana adalah peristiwa atau rangkaian peristiwa yang disebabkan oleh alam maupun oleh manusia sendiri yang mengakibatkan korban dan penderitaan manusia, kerugian harta benda, kerusakan lingkungan, kerusakan sarana prasarana umum, serta menimbulkan gangguan terhadap tata kehidupan dan penghidupan manusia (Purba, 2005: 145). Senada dengan Perka BNPB No. 02 Tahun 2012 (Mardikaningsih, Muryani dan Nugraha, 2017: 157) Bencana merupakan suatu peristiwa atau rangkaian peristiwa yang mengancam dan mengganggu kehidupan dan penghidupan masyarakat yang disebabkan oleh faktor alam dan atau faktor non alam maupun factor manusia sehingga mengakibatkan timbulnya korban jiwa, kerusakan lingkungan, kerugian harta benda, dan dampak psikologis.

Bencana alam adalah bencana yang disebabkan oleh gejala-gejala alam seperti banjir, angin ribut, longsor, gempa bumi, gelombang pasang, tsunami, dan lain sebagainya. Menurut Subagyo (Subagyo, 1992: 20-21) ada dua kemungkinan terjadinya bencana alam yaitu, pertama karena proses alam yang berasal dari perut bumi yang kehadirannya diluar batas kemampuan manusia. Kedua, karena sikap manusia pada alam yang tidak memperhitungkan segala kemungkinan yang akan terjadi akibat perbuatannya. Nugroho, dkk. (Faizana, Fina., Nugraha, Arief Laila., & Yuwono, Bambang Darmo, 2015: 224) Bencana alam adalah salah satu fenomena yang dapat terjadi setiap saat, dimanapun dan kapanpun sehingga menimbulkan risiko atau bahaya terhadap kehidupan manusia, baik kerugian harta benda maupun korban jiwa manusia

Bencana akan menimbulkan dampak yang merugikan diberbagai bidang kehidupan masyarakat. Selain kerugian materiil, kerugian moril yang timbul adalah kondisi mental yang menurun atau terganggu karena orang kehilangan harta benda dan keluarga akibat bencana. Pada kelompok usia anak, dampak bencana dipandang lebih mengkhawatirkan, sehingga dalam Undang-Undang Nomor 24 Tahun 2007 tentang Penanggulangan Bencana mereka dikategorikan sebagai kelompok rentan. Hal ini berarti bahwa komunitas anak dan remaja di dalam masyarakat memerlukan perhatian khusus ketika terjadi bencana.

UNICEF Indonesia (Sulistyaningsih, 2012: 25-26) Sesaat setelah terjadinya bencana, umumnya anak akan menunjukkan gejala-gejala fisik, emosi, pikiran, dan perilaku yang mengganggu. Beberapa hal yang termasuk dalam gejala fisik, misalnya sulit tidur, tidak enak badan, dan mudah terkejut. Gejala emosi tampil dalam bentuk takut atau cemas, sedih, merasa bersalah. Sebagai contoh gejala pikiran, misalnya bingung, sulit konsentrasi, sering teringat kembali pada peristiwa, dan mimpi buruk. Sedangkan gejala perilaku adalah mudah menangis, menarik diri dari pergaulan, akut berpisah dari orangtua, dan mudah marah.

Melihat realita tersebut, dianggap perlu pemberdayaan masyarakat terutama pada anak dan remaja Kabupaten Boalemo pada Desa Tabongo, Desa Dulupi, dan Desa Polohungo berasaskan bimbingan dan konseling dengan maksud mewujudkan masyarakat desa tangguh bencana melalui upaya preventif dan kuratif terhadap bencana. Suherman (Kamaluddin, 2011: 448-449) Preventif yaitu upaya konselor untuk senantiasa mengantisipasi berbagai masalah yang mungkin terjadi dan berupaya untuk mencegahnya, supaya tidak dialami oleh

konseli. Melalui fungsi ini, konselor memberikan bimbingan kepada konseli tentang cara menghindari diri dari perbuatan atau kegiatan yang membahayakan dirinya. Adapun teknik yang dapat di gunakan adalah pelayanan orientasi, informasi, dan bimbingan kelompok. Beberapa masalah yang perlu diinformasikan kepada para konseli dalam rangka mencegah terjadinya tingkah laku yang tidak di harapkan. Sedangkan Kuratif yaitu upaya pemberian bantuan kepada konseli yang telah mengalami masalah, baik menyangkut aspek pribadi, sosial, belajar, maupun karir.

Berdasarkan hasil observasi di Kabupaten Boalemo pada Desa Tabongo, Desa Dulupi, dan Desa Polohungo dapat diidentifikasi beberapa permasalahan yang terjadi pada anak dan remaja sebagai berikut: 1) Gejala fisik: sulit tidur, tidak enak badan, dan mudah terkejut. 2) Gejala emosi: takut atau cemas, sedih, merasa bersalah. 3) Gejala pikiran: bingung, sulit konsentrasi, sering teringat kembali pada peristiwa, dan mimpi buruk. 4) Gejala perilaku: mudah menangis, menarik diri dari pergaulan, takut berpisah dari orangtua, dan mudah marah.

Berdasarkan latar Belakang diatas maka, Fokus Program kegiatan ini adalah; 1) pemberdayaan masyarakat, melalui prevnetif “bimbingan” yaitu pembentukan resilensi sebagai kemampuan anak dan remaja untuk tetap mampu bertahan dan tetap stabil dan sehat secara psikologis setelah melewati peristiwa-peristiwa yang traumatis, (2) kuratif “konseling” pada anak dan remaja yang mengalami masalah (Gejala fisik: sulit tidur, tidak enak badan, dan mudah terkejut. Gejala emosi: takut atau cemas, sedih, merasa bersalah. Gejala pikiran: bingung, sulit konsentrasi, sering teringat kembali pada peristiwa, dan mimpi buruk. Gejala perilaku: mudah menangis, menarik diri dari pergaulan, takut berpisah dari orangtua, dan mudah marah).

Adapun Tujuan Dan Sasaran Kegiatan Adalah:

Tujuan; Kegiatan pemberdayaan masyarakat ini bertujuan untuk: (1) meningkatkan resilensi anak dan remaja Desa Tabongo, Desa Dulupi, dan Desa Polohungo, (2) menghilangkan gangguan gejala fisik, gejala emosi, gejala pikiran, gejala perilaku yang negatif pada anak dan remaja Desa Tabongo, Desa Dulupi, dan Desa Polohungo.

Sasaran; Sasaran pada kegiatan ini yaitu guru dan peserta didik sekolah dasar, sekolah menengah pertama, dan sekolah menengah atas di Kabupaten Boalemo pada Desa Tabongo, Desa Dulupi, dan Desa Polohungo

METODE

Adapun Metode Pelaksanaan Kegiatan adalah: Observasi, Pelatihan dan pendampingan dengan tahapan-tahapan **Persiapan dan Pembekalan**; Tahapan pada pembekalan sebagai berikut. a) Memberikan pemahaman kepada calon peserta KKS-Pengabdian bahwa keberadaan mahasiswa sebagai solusi dari permasalahan yang dialami. b) Pemahaman terhadap pemberdayaan masyarakat dalam upaya preventif dan kuratif untuk mewujudkan desa tangguh bencana. c) Kesiapan fisik dan psikis bagi calon peserta KKS-Pengabdian untuk terjun di masyarakat. **Tahapan Pelaksanaan**; 1) Tahap persiapan dan penetapan jadwal rencana kerja. Melengkapkan administrasi dan teknis yang wajib disediakan dan menyusun serta menentukan jadwal rencana kerja, membagi kelompok, tugas dan fungsi peserta KKS-Pengabdian. 2) Sosialisasi program pelatihan kepada kepala desa, guru dan peserta didik Desa Tabongo, Desa Dulupi, dan Desa Polohungo agar dapat menyeragamkankan program yang telah disusun dengan kebutuhan nyata anak dan remaja. 3) Mahasiswa bekerjasama dengan pihak aparat desa, guru dan peserta didik dalam melaksanakan program. 4) Dalam hal teknis pelaksanaan mahasiswa peserta KKS-Pengabdian, dibagi dalam beberapa kelompok sesuai dengan keadaan pihak aparat desa, guru dan peserta didik. **Teknis kegiatan**: a) Tahap Analisis Situasi dan Kondisi Awal; Tahap ini, mahasiswa Peserta KKS-Pengabdian melakukan *need assessment* terhadap anak dan remaja, dengan membagikan angket yang berisi pernyataan terkait gangguan psikologis. Selanjutnya diolah berdasarkan metode pengolahan dan menjadi dasar kegiatan. b) Tahap Kegiatan ; Tahap ini, dosen pembimbingan lapangan dan mahasiswa peserta KKS-Pengabdian memberikan materi dan pelatihan terkait dengan upaya preventif dan kuratif untuk mewujudkan desa tangguh bencana, yang tiap pertemuannya membahas tentang indikator secara berkesinambungan. c) Tahap Analisis Situasi dan Kondisi Akhir; Tahap ini, mahasiswa Peserta KKS-Pengabdian melakukan penyebaran angket ketika pertama kali dilakukan yang berisi pernyataan terkait gangguan psikologis yang dikembangkan. Selanjutnya diolah berdasarkan metode pengolahan dan menjadi dasar sebagai hasil atas aktivitas kegiatan secara keseluruhan bagi mahasiswa. d) Evaluasi dan mentoring pelaksanaan kegiatan program. Melihat tingkat kesesuaian capaian program dengan target yang ditentukan serta berbagai hambatan dan kendala yang dihadapi, sebagai bahan perbaikan. e) Pelaporan kegiatan. Melaporkan kegiatan yang dilakukan selama pelaksanaan dimulai analisis situasi kondisi awal hingga analisis situasi dan kondisi akhir. Keseluruhan metode dan teknologi yang digunakan dalam kegiatan KKS-Pengabdian ini melibatkan ahli dan dosen pakar dari Universitas Negeri Gorontalo dan dinas terkait di Kabupaten Gorontalo dengan melibatkan mahasiswa peserta KKS-Pengabdian di lokasi

pengabdian. Dengan demikian permasalahan yang dihadapi oleh mitra dapat diselesaikan dan masyarakat di wilayah Panipi akan meningkat pendapatannya

HASIL DAN PEMBAHASAN

1) Profil Wilayah

Boalemo adalah nama sebuah kerajaan sekitar abad XVII yang mempunyai wilayah kekuasaan di bagian barat Provinsi Gorontalo. Pada zaman Belanda (Lembaran Negara tahun 1925/no. 262), Boalemo merupakan salah satu onder afdeling Resident Gorontalo dengan onder distriknya: Paguyaman, Tilamuta, dan Paguat. Dengan keluarnya UU No. 29 Tahun 1959 tentang Pembentukan Dati II di Sulawesi, Boalemo hanya dijadikan sebagai salah satu Kewedanaan di Kabupaten Gorontalo. Status Kewedanaan berlaku sampai dengan keluarnya Permendagri No. 132 Tahun 1978 dimana wilayah bekas Kewedanaan Boalemo berubah menjadi Pembantu Bupati Wilayah IV, yang berpusat di Paguat yang meliputi Kecamatan Paguyaman, Tilamuta, Paguat, Marisa, dan Popayato.

Kabupaten Boalemo dengan ibu kota Tilamuta merupakan kabupaten hasil pemekaran Kabupaten Gorontalo pada tahun 1999. Kabupaten Boalemo dibentuk pada tanggal 12 Oktober 1999 berdasarkan Undang-Undang Nomor 50 Tahun 1999 yang telah diubah dengan Undang-Undang Nomor 10 Tahun 2000 tentang Pembentukan Kabupaten Boalemo. Sesuai dengan hasil data Sensus Penduduk 2018 (Mei 2018), luas wilayah Kabupaten Boalemo adalah 2.567,36 km²; atau 21,02% dari luas Provinsi Gorontalo, dengan jumlah penduduk 149.177 jiwa, dan tingkat kepadatan penduduk 50,32 jiwa/km²;

Batas Wilayah

1. Sebelah Utara Berbatasan dengan Laut Sulawesi
2. Sebelah Selatan Berbatasan dengan Teluk Tomini
3. Sebelah Barat Berbatasan dengan Kabupaten Pohuwato
4. Sebelah Timur Berbatasan dengan Kabupaten Gorontalo

Geografis

Secara geografis, letak wilayah Kabupaten Boalemo berada di bagian selatan Wilayah Provinsi Gorontalo, dengan posisi 00°23'50" sampai 00°55'40" Lintang Utara dan 122°01'10" sampai 122°39'25" Bujur Timur.

Topografi

Kabupaten Boalemo mempunyai topografi yang bervariasi ada yang datar, bergelombang hingga berbukit. Wilayah Kabupaten Boalemo sebagian besar adalah perbukitan. Oleh karenanya, Kabupaten Boalemo mempunyai banyak gunung dengan

ketinggian yang berbeda. Gunung Pontolo di Kecamatan Mananggu merupakan gunung tertinggi dengan ketinggian 970 m di atas permukaan laut. Selain punya banyak gunung, Kabupaten ini juga dilalui banyak sungai. Sungai terpanjang adalah Sungai Paguyaman yang terletak di Kecamatan Paguyaman dengan panjang 139,50 km.

Sungai terpendek adalah Sungai Tilmuta dengan panjang 13,7 km yang terletak di Kecamatan Tilmuta. Kawasan yang mempunyai kemiringan lahan 0-8% adalah kawasan yang berada dibagian Utara dan Barat wilayah Kabupaten Boalemo. Semakin ke Timur kemiringan semakin besar karena kawasan tersebut merupakan perbukitan yang membentang dari Utara ke Selatan. Kondisi fisik wilayah Kabupaten Boalemo secara umum memiliki karakteristik wilayah pesisir. Kota tumbuh pada dataran rendah di sepanjang pinggir pantai dengan limitasi perkembangan berupa kondisi topografi wilayah yang berbukit, sedangkan wilayah datar berada pada tempat-tempat yang saat ini merupakan pusat-pusat permukiman.

Iklm

Keadaan iklim di Kabupaten Boalemo ditandai dengan keadaan curah hujan dan intensitas hujan, sedangkan kondisi iklim sendiri ditandai dengan keadaan dimana suatu wilayah mempunyai keadaan bulan basah dan bulan kering. Dengan tipe iklim yang ada di Kabupaten Boalemo maka berdasarkan Schmidt dan Ferguson, wilayah ini termasuk iklim dengan Tipe C yaitu iklim sedang yang merupakan daerah tidak kering dan tidak basah. Kabupaten Boalemo dipengaruhi oleh iklim laut dan iklim pegunungan dengan temperatur berkisar antara 220-340

Intensitas hujan merupakan nilai perbandingan antara curah hujan dengan hari hujan baik dalam bulanan maupun tahunan. Berdasarkan jumlah hari hujan di masing-masing kecamatan, rata-rata hari hujan dengan intensitas tinggi terjadi pada bulan Januari hingga Juni dan hari hujan dengan intensitas rendah terjadi pada bulan Agustus hingga Oktober.

Curah hujan di Kabupaten Boalemo pada Tahun 2009 rata-rata mencapai 103 mm/bulan dengan jumlah hari hujan rata-rata 13 hari hujan/bulan. Rata rata kelembaban relatif udara adalah 78% dan presentasi penyinaran matahari rata-rata 2009 sekitar 65,327.

Pimpinan Daerah Kabupaten Boalemo

Sejak dibentuk tahun 1999, Kabupaten Boalemo telah dipimpin oleh beberapa bupati dan wakil bupati masing-masing sebagai berikut: 1) H. Iwan Bokings, MM : Penjabat Bupati Boalemo periode 1999-2000. 2) Iwan Bokings, MM : Bupati Boalemo Periode 2001-2006, | M.K Dalanggo : Wakil Bupati Boalemo Periode 2001-2006. 3) Abubakar Mopangga, SH : Penjabat Bupati Boalemo periode 2006-2007. 4) Iwan Bokings, MM : Bupati

Boalemo Periode 2007-2012, | Ir. La Ode Haimudin, MM : Wakil Bupati Boalemo Periode 2007-2012. 5) Rum Pagau : Bupati Boalemo Periode 2012-2017, | Lahmudin Hambali, S.Sos, M.Si : Wakil Bupati Boalemo Periode 2012-2017. 6) Darwis Moridu : Bupati Boalemo Periode 2017-2022, | Anas Yusuf: Wakil Bupati Boalemo Periode 2017-2022

Kecamatan Dulupi; terdiri dari Desa; 1) Desa Dulupi. 2) Desa Tabongo. 3) Desa Kotaraja. 4) Desa Polohungo. 5) Desa Pangi. 6) Desa Tangga Jaya. 7) Desa Tanah Putih. 8) Desa Tangga Barito. Topografi wilayah Desa Tabongo, Desa Dulupi, dan Desa Polohungo sebagian besar adalah perbukitan rendah dan daratan rendah Kondisi dan struktur utama Desa Tabongo rawan bencana alam seperti banjir, tanah longsor, kekeringan dan kebakaran. Bencana banjir juga sering terjadi hampir setiap musim penghujan. Berdasarkan nilai kerugian dan frekuensi kejadian bencana banjir terlihat adanya peningkatan yang cukup berarti. Penyebab banjir sendiri bisa terjadi karena berbagai hal baik faktor alam maupun ulah manusia. Bencana tersebut berdampak pada kerusakan lingkungan, korban jiwa, kerusakan lahan pertanian, dan gangguan psikologi pada anak dan remaja (peserta didik) yang membutuhkan penanganan penanggulangan bencana secara tepat dan terencana.

2. Kegiatan Preventif

Pemberdayaan masyarakat, melalui preventif “bimbingan” yaitu pembentukan resiliensi sebagai kemampuan anak dan remaja untuk tetap mampu bertahan dan tetap stabil dan sehat secara psikologis setelah melewati peristiwa-peristiwa yang traumatis.

3. Kegiatan Kuratif

Kuratif “konseling” pada anak dan remaja yang mengalami masalah (Gejala fisik: sulit tidur, tidak enak badan, dan mudah terkejut. Gejala emosi: takut atau cemas, sedih, merasa bersalah. Gejala pikiran: bingung, sulit konsentrasi, sering teringat kembali pada peristiwa, dan mimpi buruk. Gejala perilaku: mudah menangis, menarik diri dari pergaulan, takut berpisah dari orangtua, dan mudah marah).

KESIMPULAN

Dalam mengembangkan solusi dari permasalahan yang terjadi perlu sebuah sinergitas yang dibangun dengan pihak guru dan peserta didik sekolah dasar, sekolah menengah pertama, dan sekolah menengah atas, adapun teknik yang digunakan adalah preventif dan kuratif dalam pembentukan resiliensi sebagai kemampuan individu untuk tetap mampu bertahan dan tetap stabil dan sehat secara psikologis setelah melewati peristiwa-peristiwa yang traumatis.

Adapun pemberdayaan masyarakat ini dapat ditempuh dengan poin-poin berikut: 1) Melakukan sosialisasi tentang perlunya upaya preventif dan kuratif untuk mewujudkan desa tangguh bencana. 2) Membantu guru dan peserta didik dalam mewujudkan desa tangguh bencana melalui upaya preventif dan kuratif. 3) Melibatkan mahasiswa untuk mendampingi guru dan peserta didik dalam mewujudkan desa tangguh bencana melalui upaya preventif dan kuratif. 4) Membentuk kader guru dan peserta didik dalam pembentukan resiliensi terhadap bencana. 5) Target atau indikator yang hendak dicapai melalui kegiatan pelatihan ini yaitu: a) Preventif; Pembentukan resiliensi sebagai kemampuan anak dan remaja untuk tetap mampu bertahan dan tetap stabil dan sehat secara psikologis setelah melewati peristiwa-peristiwa yang traumatis. 2) Kuratif; Melakukan konseling pada anak dan remaja yang mengalami masalah atau gangguan psikologis yang ditandai dengan gejala-gejala sebagai berikut: a) Gejala fisik: sulit tidur, tidak enak badan, dan mudah terkejut. b) Gejala emosi: takut atau cemas, sedih, merasa bersalah. c) Gejala pikiran: bingung, sulit konsentrasi, sering teringat kembali pada peristiwa, dan mimpi buruk. d) Gejala perilaku: mudah menangis, menarik diri dari pergaulan, takut berpisah dari orangtua, dan mudah marah.

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