

## ABSTRAK

Manajemen pendampingan Program Keluarga Harapan (PKH) sangat dibutuhkan untuk mewujudkan wajib belajar sembilan tahun bagi anak yang berasal dari keluarga tidak mampu. Tujuan penelitian ini adalah untuk memperoleh gambaran mengenai manajemen pendampingan program keluarga harapan dalam mewujudkan wajib belajar sembilan tahun di Kabupaten Kuningan Tahun 2017. Penelitian ini dilakukan di Dinas Sosial, Pemberdayaan Perempuan dan Perlindungan Anak yaitu di bagian Pelaksana Program Keluarga Harapan Kabupaten Kuningan. Penelitian ini merupakan penelitian kualitatif deskriptif melalui pendekatan studi kasus. Subjek penelitian ini adalah koordinator pendamping, pendamping sosial, keluarga penerima manfaat, dan kepala sekolah. Data penelitian diperoleh melalui wawancara, observasi, dan studi dokumentasi. Hasil penelitian menunjukkan bahwa persiapan pendampingan dilakukan langsung oleh pemerintah pusat yaitu melalui kegiatan pendidikan dan pelatihan. Pelaksanaan pendampingan di lapangan diawali dengan kegiatan persiapan pendamping sebelum ke lapangan yaitu pembuatan jadwal pertemuan kelompok, absensi, form pemutakhiran data, dan materi atau informasi yang akan disampaikan kepada peserta PKH. Pelaksanaan pendampingan di lapangan dilakukan melalui pertemuan kelompok yang diisi oleh berbagai kegiatan yaitu kegiatan pemutakhiran data, kegiatan mengajak dan memotivasi peserta PKH untuk menyekolahkan anaknya, melakukan *Family Development Session (FDS)*, dan kegiatan memantau kehadiran anak peserta PKH di sekolah. Sementara itu, kendala yang dihadapi oleh pendamping PKH yaitu berasal dari faktor geografis, sumber daya manusia, budaya, dan ekonomi. Adapun Hasil capaian pendampingan yaitu sebesar 71,89 persen anak yang melanjutkan sekolah dan 28,11 persen tidak melanjutkan sekolah. Sementara itu hasil wawancara dengan pendamping menunjukkan bahwa dari lima kasus anak putus sekolah, dua anak berhasil melanjutkan kembali ke sekolah, sedangkan tiga anak lainnya tidak melanjutkan sekolah karena alasan kurangnya motivasi anak untuk sekolah (faktor manusia), jarak tempuh (faktor geografis), tidak ada biaya (faktor ekonomi) dan anak ingin masuk pesantren atau pendidikan non formal (faktor budaya). Upaya dalam meningkatkan kinerja pendampingan masih belum optimal dilakukan, baik oleh pendamping itu sendiri maupun pihak dinas terkait dan juga masih rendahnya dukungan pemerintah daerah terhadap pelaksanaan program keluarga harapan dalam mewujudkan wajib belajar sembilan tahun.

**Kata Kunci:** manajemen pendampingan, program keluarga harapan (PKH), wajib belajar sembilan tahun.

## ABSTRACT

The accompaniment management of Conditional Cash Transfer (CCT) program is needed to realize the basic compulsory nine-year school for children from poor families. The purpose of this study is to obtain a description of accompaniment management of CCT's program in realizing basic compulsory nine-year school program at Kuningan District in 2017. This research was conducted in the Department of Social Affairs, Women Empowerment, and Child Protection at the Implementation CCT's program in Kuningan District. This research is a descriptive qualitative research through a case study approach. The subjects of this research were coordinator of facilitator, social companion or facilitator, beneficiary, and headmaster. Research data was obtained through interview, observation, and documentation study. The results showed that the preparation of accompaniment was done directly by the central government through education and training activities. Implementation of accompaniment in the field begins with preparatory activities prior to the field that is making a schedule of group meetings, attendance, data updating form, and materials or information to be submitted to CCT participants. The implementation of field accompaniment was conducted through group meetings that were filled with activities such as data updating, inviting and motivating CCT participants to send their children to school, Family Development Session (FDS), and monitoring the attendance of CCT participants in their schools. Meanwhile, the obstacles that faced by the CCT's facilitator are derived from geographical factors, human resources, culture, and economy. The result of accomplishment was 71.89 percent of children who continued their education and 28.11 did not continue school. Meanwhile, the results of interviews with facilitators showed that is from five cases of dropping out of school, two children succeeded in continuing to return to school while three other children did not go to school due to lack of motivation for school (human factor), distance (geographical factor), no cost (economic factor) and children want to study at Islamic Boarding School or non formal education (cultural factor). The effort in improving the performance of facilitator is still not optimally done, either by facilitator itself and the related agencies and also the low level of local government support towards the implementation of the CCT's program in realizing the basic compulsory nine-year school.

**Keywords:** accompaniment management, Conditional Cash Transfer (CCT), basic compulsory nine-year school.