

Analysis of Community Empowerment Strategies for Coastal Community Power in Indonesia Marine School Program

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ABSTRACT

The activities of community empowerment through marine schools realize the power of coastal communities. Power refers to two keywords, namely surviving and rising again. When a person and society is in a disaster-affected area, they can plan, organize, and implement the stages of rescue. This ability is beneficial both for themselves and or their community. They can avoid disasters that occur and can generally live again. The implementation of the marine school program has opened a discourse and a spectrum of thought that provides space for community empowerment activities in coastal areas. Improvement of program performance and sustainability is essential to be studied. The paper analyzes community empowerment strategies based on enabling, empowering, and protecting activities. The implementation of these activities pays close attention to the locality in the community, including local issues, local autonomy, and local accountability.

Keywords: Community Empowerment, Enabling, Empowering dan Protecting

INTRODUCTION

Indonesia is one of the countries familiar with disasters. Areas that were once known to be safe or rarely occur in disasters are ultimately affected by disasters with significant damage and losses. Data between 2002-2017 shows that the number of disaster events from year to year always increases, and almost 80% of them are hydro-meteorological disasters such as floods, droughts, forest fires, landslides, and tidal waves. The trend of increasing hydro-meteorological disasters will increase along with global climate change. The economic losses caused by these disasters are also increasing, primarily due to floods and forest fires. Nationally, there are 2 (two) main issues regarding disaster management. First, inadequate performance of disaster management is related to limited capacity in the implementation of emergency response and rehabilitation and reconstruction efforts in post-disaster areas. Second, low awareness of disaster risk and understanding of disaster preparedness, including low awareness of disaster risk reduction efforts and preparedness in dealing with disasters.

In the perspective of disaster risk reduction, community-based community movements characters are usually 'dynamic and uniform, small-scale, and from the culture and local wisdom. However, with the spirit of culture and local knowledge, this excellent and traditional understanding of human-nature interactions brings more sustainable impacts. It directly solves disaster and environmental problems at the local/community level. The movement pattern I based on spiritual motivation leads to a spirit of togetherness, which is a social learning process that encourages disaster risk reduction movements at the local/community level.

Furthermore, based on the ontology of the National Disaster Risk Reduction Movement, which aims to create a community that can manage and reduce disaster risk and improve the quality of life in 2016, BNPB facilitated the implementation of the River School through the formation of river communities and apples and clean-up actions. Rivers in 23 regencies/cities in Indonesia were followed by the Mountain School and the Marine School in 2017. The basic assumption is ecosystem-based thinking and refers to the understanding that sustainable watershed management is one of the ideal models—this model distinguishing actions upstream, midstream, and downstream. Substantively the meaning of the NMDRR in the River, Mountain, and Marine School program is a community empowerment process that focuses on participatory activities in conducting studies, planning, organizing, and taking actions that involve various stakeholders in tackling disasters before, during, and after a disaster occurs.

LITERATURE REVIEW

Community Empowerment

The failure of community empowerment programs so far tends to be caused by not considering the needs from the community point of view. Many institutions have difficulty understanding the social conditions of a society. Understanding the reality of a community is not as easy as turning the hand. Often the facilitators of community empowerment are trapped in their imaginations and thoughts. So that they unconsciously guide the people. They will assist according to what they (the facilitators) think, not what the community thinks. In the 'language of empowerment', the learning activities must start with people know and start with people have.

Some views on community empowerment are as follows (Ife, 1996): (i) structural, empowerment is an effort to liberate, fundamentally structural transformation, and elimination of oppressive structural or system; (ii) pluralism, empowerment as an effort to increase the power of a person or group of people to be able to compete with other groups in a specific rule of the game ; (iii) elitism, empowerment as an effort to influence elites, form alliances with these elites and try to make changes to elitist practices and structures; and (iv) post-structuralist, empowerment is an effort to change the discourse and respect subjectivity in understanding social reality.

The essence of empowerment is humanity. In other words, humans, and society as normative, structural, and substantial benchmarks. Social values is the basis to develop economic in community empowerment. This concept is community-centered, participatory, and sustainable (Chambers, 1995). This concept is broader than merely meeting basic needs or providing a mechanism to prevent further impoverishment processes (safety net), which has recently been an alternative concept of past growth.

This concept developed from the efforts of many experts and practitioners to seek what, among others, Friedmann (1992) called alternative development, which requires 'inclusive democracy, appropriate economic growth, gender equality, and intergenerational equity. The concept of community empowerment emerged because of failure as well as hope. The failure in question is the failure of economic development models to tackle poverty and environmental problems sustainably. Meanwhile, hope arises because of development alternatives that incorporate democratic values, gender equality, and adequate economic growth (Kartasasmita, 1997).

Community empowerment is an effort to increase the dignity of the layers of society that are unable to escape from the trap of poverty and underdevelopment in their current condition. In other words, empowerment increases the community's ability, strength, and independence. There are three sides to empower the community (Kartasasmita, 1997): First, creating an atmosphere or climate that allows the potential of the community to develop (*enabling*). Here, the starting point is recognizing that every human being, every society, has the potential to be developed. That is, no society is complete without power, because otherwise, they would be extinct.

Second, strengthening the power of the community (empowering). More positive steps are needed in this context, apart from just creating a climate and atmosphere. This strengthening includes concrete steps and involves providing various inputs (inputs) and opening access to various opportunities (opportunities) that will empower the community. Third, empowering also means protecting. Protecting doesn't mean isolating or covering up from interaction because doing so will dwarf the small and weaken the weak. Protecting must be seen as an effort to prevent unequal competition and exploitation of the strong over the weak.

Community empowerment is closely related to strengthening, civilizing, and practicing democracy. Friedmann (1992) states that the empowerment approach, which is fundamental to alternative development, emphasizes autonomy in the decision making of territorially organized communities, local self-reliance (but not autarchy), direct (participatory) democracy, and experiential social learning.

Referring to conceptions above, actually community empowerment consists of at least 3 (three) local perspectives', namely: (i) local issues, that the community must be ready to be empowered with local issues and potentials that they have and are aware of; (ii) local autonomy, that empowers the community to be able to manage and make decisions independently; and (iv) local accountability, which puts the onus on the development of society.

The power of Coastal Communities

Theoretically, coastal communities live and carry out socioeconomic activities related to coastal and ocean resources. The majority of the coastal communities make a living in the marine resource-based sector, such as fishermen, fish cultivators, sand mining, and sea transportation. Coastal communities, in general, are characterized, among others, as follows : (i) dependence on seasons & environmental conditions; (ii) unfavorable socioeconomic conditions; (iii) the existence of social stratification in society; (iv) the activities of women and children (helping with work); (v) vulnerable to external influences; (vi) access is quite low to

information and knowledge; (vii) have a violent, temperamental and extravagant personality; and (viii) 8. have a robust belief system and customs, (Wardhono, 2008, Kusnadi, 2007).

The development of coastal areas or ocean-based development is not infrequently inversely related to community life, almost identical to poverty itself. The causes can be categorized into two parts (Kusnadi, 2003), namely internal causes and external causes. The two categories of causes of poverty interact and complement each other. This is because inner poverty is related to the internal condition of human resources in coastal areas, mostly fishermen. These internal causes include the following problems: (i) limited quality of human resources, (ii) limited capability of business capital and fishing technology, (iii) working relationship (owner of fishing boats) in fishing organizations which are considered less profitable for labor fishers, (iv) difficulties in diversifying fishing business, (v) high dependence on fishing occupancy, and (vi) a lifestyle that is seen as extravagant so that it is less oriented towards the future.

From the aspect of economic power, both at the household and community scale, it is possible that coastal communities have a degree of power, which is quite close to the deprivation trap for various reasons, as mentioned above. The discourse on power in coastal communities in the Pesisir Resilient Village Development (PDPT) program initiated by the Ministry of Marine Affairs & Fisheries since 2012, is summarized in 5 (five) aspects, namely: (i) human; (ii) business; (iii) resources; (iv) environment/infrastructure; and (v) disaster preparedness. The PDPT program itself is an activity that focuses on coastal village communities that focus on the participation of coastal village communities in determining the success and sustainability of the program. This level of involvement also determines how resilient the community is in mitigating coastal disasters. Village power refers to the exposure, sensitivity, and adaptability to disasters caused by climate change. This concept relates to the climate disaster resilient village, a movement to increase adaptation and mitigation capacity in dealing with various disasters due to climate change.

Twigg (2012) states that the understanding of *power* or what can be translated as 'power' essentially includes three meanings, namely: (i) the capacity to absorb pressure or destructive forces, through resistance or adaptation; (ii) the capacity to manage, or maintain certain essential functions and structures, during the occurrence of catastrophic events; and (iii) the capacity to recover or rewind after a disaster event/event. Thus, community power in the context of disaster is the power of the community to manage disasters both through the adaptation process, maintaining essential functions in society that determine the sustainability of life, and the ability to recover to its original state.

Meanwhile, Syamsul Maarif (2017) offers a concept of power that is practical enough that a community can be declared tough in dealing with disasters, referring to two keywords: survival and rise back. In the rescue effort or stage, several aspects of capacity in the community that needs to be improved are: (i) access to information; (ii) anticipation; (iii) protective power; (iv) adaptability; and (v) power.

In the perspective of disaster-resilient Villages, the concept of power refers to the regulation of the head of the national disaster management agency 1/2002 concerning Guidelines for Disaster-Resilient Villages. In Chapter 3, especially in the General Criteria section, it is stated

that the Disaster Resilient Village Program refers to the international resilient community framework developed based on the Hyogo Framework for Action, namely: (i) governance aspects; (ii) risk assessment; (iii) increasing knowledge and education on disaster; (iv) risk management and vulnerability reduction; and (v) aspects of disaster preparedness and response. Disaster-Resilient Villages/Sub-Districts are divided into three main criteria: Main, Madya, and Pratama Disaster-Resilient Villages/Sub-districts. Operationally, to measure the level of power, it is measured by several variables and indicators to be adjusted to the three main criteria. Furthermore, by referring to the elements in the disaster risk assessment consisting of *hazard* (threat), vulnerability and capacity, then in Table 1 is presented a description and analysis of each element of the disaster risk. In Indonesia, the threat and disasters in coastal areas refer to government regulations 64/2010 concerning Disaster Mitigation in Coastal Areas & Small Islands. This regulation states that coastal disasters are events due to natural events or due to the actions of people that cause changes in physical and mental characteristics. The capacity aspect of supporting power refers to the conception developed by Syamsul Maarif (2017), which consists of (i) access to information; (ii) anticipation; (iii) protective power (iv) adaptability; and (v) power.

Table 1: Community Disaster Risk / Coastal Communities

Threats (Article 3 government regulations 64/2010)	Vulnerability	Capacity
<p>(1) Disasters in coastal areas and small islands can be caused by: a. natural events; or b. people actions.</p> <p>(2) Disasters caused by natural events in paragraph (1) letter include the following types of disasters: a. earthquake; b. tsunamis; c. extreme waves; d. dangerous ocean waves; e. volcanic eruptions; f. flood; g. sea-level rise; h. landslide; i. coastal erosion; j. tornado; and k. other types of disasters following the provisions of laws and regulations.</p> <p>(3) Disasters caused by people actions as referred to in paragraph (1) letter b include the following types of disasters: a. flood; b. sea-level rise; c. landslide; and D. beach erosion.</p>	<p>(1)Physical Vulnerability : geomorphological conditions, the level of erosion or accretion on the shoreline, coastal slope, changes in relative face elevation, the average wave height changes a lot due to climate change</p> <p>(2)Economic Vulnerability : the majority of residents in coastal areas are in a "bargaining position" that is economically weak.</p> <p>(3)Social Vulnerability : generally, social cohesion is quite strong but prone to conflict, temperamental, harsh and tends to behave hedonic / consumptive and less concerned with education (formal).</p> <p>(4) Environmental Vulnerability : environmental management is often synonymous with "slum area" or looks slum and environmental conservation is "slow and unsustainable "</p> <p>(5)Political Vulnerability : easy to be 'used' by certain political interests due to lack of information and knowledge related to the current political dynamics. In addition, DRR has not yet become the mainstay of development, and land use regulations are 'less fair'.</p>	<p>(1)Analogous to the concept of Power , the 'proposition' of coastal community capacity is as follows:</p> <p>(2)Access to Information : access to information is generally quite low and not evenly distributed (eg signal fluctuating) due to the limited supporting capacity of telecommunications infrastructure (in coastal areas).</p> <p>(3)Anticipation : local knowledge related to seasonal calculations and or regional conditions can be 'reliable' to anticipate threats (eg SMONG on Simuelue Island).</p> <p>(4)Protective Power : every day fighting with the ferocity of ocean waves, so it has sufficient potential capacity to increase knowledge in protecting oneself & the community.</p> <p>(5)Adaptability : used to live in difficult situations so it tends to be 'easy' to adapt in disaster situations.</p> <p>(6) Power : living 'used to' in a situation of poverty and depending a lot on climate and seasons may greatly affect the 'survival mechanism ' in post-disaster conditions.</p>

RESEARCH METHOD

This study aims to find, understand, explain, and analyze and obtain an overview of the phenomena studied in-depth, related to community empowerment strategies for coastal community resilience, focusing on implementing and developing marine school programs. This research uses a type of research based on a qualitative approach. The qualitative analysis intends to develop a thorough and comprehensive description of the phenomenon under study, known as a broad or thick description (Geertz 1973). In contrast to simple statements that state only 'facts,' Denzin points out that comprehensive reports include information about the context of action, the intentions and meanings that govern activity, and its subsequent evolution (Denzin 2009). Furthermore, this research is descriptive and is expected to describe the reality of the object of study and give meaning to the thing under investigation. Even the opinion of Straus and Corbin (2003) states that qualitative research will reveal and understand something behind a newly known phenomenon. Thus, it means that the descriptive approach will contribute to developing the theory of the object under study.

DISCUSSION: PROGRAM IMPLEMENTATION & DEVELOPMENT

Implementation of the Marine School Program

The Marine School Program within the National DRR Movement (GN-PRB) framework was initiated and implemented in 2017, carrying out level 1 marine school activities in 10 districts/cities. Then also carry out level I river schools in 20 regencies/cities, level II river schools in 3 regencies, and level I mountain schools in 15 regencies/cities. However, in the previous year (2016) National Board for Disaster Management has facilitated the implementation of river schools of disaster risk reduction movements through the formation of river communities and apples as well as river clean-up actions in 23 regencies/cities, including Pacitan, Ngawi, Madiun, Madiun City, Gresik, Lamongan, Tuban. , Ponorogo, Bojonegoro, Magetan, Malang, Wonogiri, Boyolali, Surakarta City, Karanganyar, Klaten, Sukoharjo, Bandung, Sumedang, Indramayu, Cianjur, Cimahi City, Parigi Moutong. The locations of level 1 marine schools in 10 districts/cities in 2017 are as follows:

Table 2: Location of Marine Schools in 2017

No	District/City	province
1.	Badung regency	Bali
2.	Kendal District	Central Java
3.	Lamongan Regency	East Java
4.	Pacitan Regency	East Java
5.	Tanggamus County	Lampung
6.	Semarang city	Central Java
7.	Sorong City	West Papua
8.	Province (location in Surabaya City)	East Java
9.	Province (location in Demak)	Central Java
10.	Province (location in Pekalongan City)	Central Java

Source: National Board for Disaster Management, 2017

Meanwhile, for 2018, the marine school program will be implemented in 4 districts/cities by considering the activities and locations in the previous year and still focusing on coastal areas/areas that are included in disaster-prone areas. In its implementation, the river, mountain, and sea school program is designed to go through an achievement stage consisting of 3 levels, namely: (i) forming activists and volunteers; (ii) providing added value; and (iii) consistent and sustainable.

For marine schools that have just started in 2017, the level of achievement in the DRR National Movement corridor is still in stage/level 1 with several activities as follows:

1. Formation of Facilitators

Forming a facilitator as a network or community (agent) that is part of cadre and volunteerism in strengthening and developing the disaster risk reduction movement.

2. Watershed Management Socialization

Socializing the importance of watershed management and growing commitment from the apparatus and the community to support watershed management efforts in their area. Activities carried out in the form of workshops/focus group discussions.

3. Information Dissemination

Disseminate information related to the importance of watershed management in support of the Disaster Risk Reduction Movement. Dissemination of information through print media (billboards, newspapers, magazines, bulletins, posters, leaflets, flyers, booklets, comics, books, etc.), electronic media (TV, Radio, Video, Film).

4. Formation of a Volunteer Forum

Forming a facilitator as a network or community (agent) that is part of cadre and volunteerism in strengthening and developing the disaster risk reduction movement.

5. Disaster Preparedness Activities

Activities to build togetherness and readiness of all parties (government, community, and the business world) support the National Disaster Risk Reduction Movement. The Regional Head led the rally. The participants consisted of the community, apparatus including the TNI and POLRI, as well as the business world.

6. Community Action

Action to foster a spirit of cooperation and concern for all parties to the river and the surrounding environment. (a) Mountain School Community Actions include: Cleaning upstream rivers, riverbanks, using ecological land, planting trees; (b) River School Community Actions include: River cleaning, river border rescue, waste management, ecological river utilization, urban farming, river water management; (c) Marine School Community Actions include beach cleaning, mangrove planting, coral reef cultivation, coastal ecological utilization.

The implementation of the marine school at the first level was held in Surabaya in collaboration with several institutions, including ITS AAL, Ecoton and Pusppita (Research & Training Center). Participants come from many districts/cities in Indonesia, especially those with coastal areas that are categorized as disaster-prone. The activity for six days is filled with various materials

with the central topic of community empowerment efforts in coastal areas based on efforts to reduce disaster risk. The debriefing was carried out in some places, including the AAL hall, ITS campus, Tanjung Bumi - Bangkalan (field practice), and Rumbujoka (Pusppita Headquarters).

Most of the debriefing was carried out in classical form with lecture and discussion methods and was carried out indoors (*indoor*) and also outdoors (*outdoor*) with a comparative composition (indoor-outdoor) of approximately 60: 40. For regional implementation, the material composition was almost the same. But there are variations related to the location, some are entirely *outdoor* but still with a classical form, and some are with a composition as carried out in Surabaya. For the implementation of the provision of marine schools in other regencies/cities and class materials, preparedness apples were also held, which were attended by several community elements totaling approximately 1000 participants and accompanied by mangrove planting activities. The Regional Head leads the activities with the intention that the commitment to implementing the marine school does not only stop at the time of the preparedness meeting but can be continued with the relevant parties or agencies for the next stages of development. So that marine school activities do not stop at BPBD but can synergize with various parties, including related agencies/agencies to encourage the program's sustainability.

Marine School Program Development

To develop the program in a community empowerment model, three activities: enabling, empowering, and protecting. These activities are framed with local issues, autonomy, and accountability. Thus, the marine school program does not have a dependency creating pattern but an empowering pattern that emphasizes the learning process and intensive community involvement in learning and empowerment activities that will be carried out. The differences between dependency creating and empowering in the table below:

Table 3: Empowering vs Dependency Creating

	Empowering	Dependency Creating
Initiative	In the village	In the Capital
Program Design	Solution to problem	Formal Plan
Technology	Local Management	Static, Expert Domination
Main source	Native-Scientific	Scientific
Organization	Local	center
Supporter	Received	Ignored
Growth	Built From The Bottom	Built From Above
coaching	Step by step	Fast-Mechanistic
Organized	Interdisciplinary Team	Technical Specialist
Evaluation	By Self and Continuously	External and Impact Oriented
Leadership	Strong Continuous and Individual	Limited Switch and Positional
Social Analysis	For Problem Definition and Program Fix	To Justify Plans & Meet Evaluation Requirements
Management Focus	Continuity of System & Institutional Functioning	Completion of the Project at the appointed time

Source: Moeljarto, 1996

Furthermore, based on the material for debriefing marine schools that had been carried out in 2017 as well as the results of discussions with facilitators and debriefing participants, the material on marine schools in principle falls within the scope of four pillars, namely: (i) defense and security; (ii) environment and tourism; (iii) disaster management; and (iv) coastal and marine economy).

Based on the pillars, facilitators should prepare materials more innovatively and creatively according to field needs to provide space for the community to do learning by doing, which encourages the initiation and activation of the social learning process. Thus, the facilitators of the marine school are expected to be able to choose the right empowerment strategy according to their needs. Due to the inaccurate selection of development strategies and community empowerment, this has resulted in developmental paradoxes and tragedies as happened in developing countries as follows: (i) development does not produce progress, but instead increases the development of underdevelopment; (ii) creating dependency (dependency) of developing countries on developed countries; (iii) creating periphery dependence on the center (central/developed country); (iv) creating community dependency on the state/government; and (v) giving birth to the dependence of small communities (laborers, small businesses, farmers, fishermen, etc.) on the owners of capital (Kartasasmita, 1997).

This conventional approach is characterized by transplantation planning, top-down, inductive, capital intensive, and west-biased technological transfer. Several paradigms of development approaches have begun to shift from conventional to alternative development, namely (Kartasasmita, 1997): (i) regional development; (ii) environmentally sound development (environmental development); (iii) community-based development; (iv) people-centered development; (v) sustainable development and (vi) institutional-based development.

Community empowerment must at least follow the following approaches and strategies (Kartasasmita, 1997): First, efforts must be directed, popularly called siding; these efforts are aimed directly at those in need, with programs designed to address the problem and according to their needs. Second, the program must directly involve or even be implemented by the target community. Involving the community who will be assisted has several objectives. The assistance is effective because it is following the wishes and recognizes their abilities and needs. In addition, at the same time increasing the community's ability with experience in designing, implementing, managing, and being responsible for efforts to improve themselves and their economy.

Third, using a group approach, because alone it is difficult for the poor to solve the problems they face. Also, the scope of assistance becomes too broad if the handling is done individually. This group approach is the most effective and, seen from the use of resources, is also more efficient. The development program that implements the community empowerment strategy is a consequence of the shift in the national development paradigm that leads to people-centered development efforts. Furthermore, by referring to the principles of the community empowerment strategy as mentioned above, in the implementation of the marine school program, a community empowerment pattern is proposed by taking into account the elements of empowerment, as shown in Table 5 below:

Table 4: Alternative Models of Marine School Program Development Based on Elements of Community Empowerment

	Local Issues	Local Autonomy	Local Accountability
<p>Enabling (Creating an atmosphere or climate that allows the potential of the community to develop)</p>	<ul style="list-style-type: none"> - Building a '<i>rapport</i>' with the community by studying the profile and/or character of the community; - Conduct <i>assessment / social mapping of the</i> community to explore various information and potentials related to DRR activities in coastal areas based on issues and characteristics at the local level. 	<ul style="list-style-type: none"> - Studying leadership at the community/local level, especially related to the model/pattern of decision-making that has been implemented so far; - Identifying the capability of institutions/institutions at the local level in managing programs autonomously as well as their decision-making patterns 	<ul style="list-style-type: none"> - Conduct an evaluative study on the implementation of empowerment programs, especially those related to the program sustainability - Studying the obstacles faced by the community in developing programs, especially those related to the placement of the community position as 'subjects or objects in the program.
<p>Empowering (strengthening the potential or power of the community)</p>	<p>Design and implement learning activity models that follow the assessment or social mapping carried out by prioritizing learning principles that can encourage local communities' growth of social learning processes. At the same time conducting daily evaluations for the follow-up of the next learning model.</p>	<ul style="list-style-type: none"> - Providing briefing and strengthening local institutions so that they can manage the marine school program independently and not depend mainly on government institutions or parties. Efforts to involve the business world and local higher education institutions need to be carried out to strengthen governance on a local scale. 	<p>Provide understanding and strengthen the representation of community elements that have 'existed' both within formal and non-formal leadership scope.</p> <p>It was related to program accountability which will turn into the responsibility of the community/community in efforts to develop and sustain programs based on community self-reliance.</p>
<p>Protect (protect and prevent exploitation of the strong over the weak for program sustainability)</p>	<ul style="list-style-type: none"> - Encourage and grow local potentials to be able to monitor and evaluate programs independently and develop monitoring and evaluation instruments that are in accordance with program issues at the local level. 	<ul style="list-style-type: none"> - Encouraging local institutions to formulate a '<i>rule of game</i>' related to program management so that the results can be ascertained to be beneficial for all elements of the community and not for certain groups / groups. 	<p>Encourage the implementation of program accountability both in a transparent and participatory manner by opening a complaint channel that citizens can easily access when errors or irregularities are found in program implementation.</p>

Cognate with the description of the elements of community empowerment as described in Table 5 above, in the wilderness of the concept of community empowerment, the term community development or community development often appears as an alternative discourse and or even synonymous with empowerment itself. Community development is helping ordinary people improve their society through collective actions (Twelvetrees, 1991). Community development is known as one of the social work methods whose primary goal is to improve the community's quality of life by utilizing the resources available to them and emphasizing social participation (Suharto, 1997). Community development, in general, includes planning, coordinating, and developing various community programs or project development activities. As a collective activity, community development involves several actors, such as facilitators, local communities, donor agencies, and related agencies, who work together from design and implementation to evaluation of the program or project (Suharto, 1997).

Following the social work principle, namely helping people to help themselves, community empowerment is very concerned about the importance of social participation and community empowerment approaches. In the context of community development, social assistance centers on three visions of social work practice that are identical or congruent with the principles of community empowerment, namely: enabling, supporting) and protecting. Referring to Payne (1986), the main focus of social assistance is making the best of the client's resources.

CONCLUSION

Implementing the marine school program in the early phases has opened up a discourse and a spectrum of thought that provides space for community empowerment activities in coastal areas by comprehensively involving Disaster Risk Reduction (DRR). However, to improve the performance and sustainability of the program, it is recommended that the empowerment strategy and or alternative learning model be reformulated under the approach and method of community empowerment. This approach relies on enabling, empowering, and protecting activities or in social assistance activities, namely: Enabler, Supporter, and Protector. In their implementation, these activities must be in direct contact with and pay close attention to the locality in the community, including local issues, local autonomy, and local accountability. The mindset of the facilitators and marine school learners must view the empowerment activities carried out starting from the community's point of view or starting from what the community knows (start with people know) and start with what the community has (start with people have).

Based on the description of community empowerment strategies for the development of the marine school program, we recommend several activities that can improve the performance and sustainability of the program. First, the learning method should not be in classical activities or formal but uses learning methods that interact directly with the community. The debriefing participants are directly involved in a community accompanied by a facilitator to create an atmosphere or climate that allows the community's potential to develop. Second, selecting a coastal area/village located in the learning method is necessary. All participants and facilitators are in one place and mingle with the community. Thus, building a rapport with the community is possible because of learning activities in one area. In addition, it can also reduce the technical risks of activities both in terms of preparation and implementation.

Third, the standby ceremony aims to provide the community with direct learning and practice in community risk reduction and disaster mitigation efforts. Fourth, providing strengthening and expanding the functions of existing local institutions, such as schools, houses of worship, business institutions, traditional institutions or others into developing empowerment activities in the marine school program. Fifth, marine schools carry out synergies with many parties who are directly responsible for coastal management. Community actions that follow the characteristics of the coastal areas are maintained, such as mangrove forestry, coral reef rescue, and others by various environmental issues/problems at the local level. Sixth, by conducting marine school activities in one location/coastal village, it is possible to develop program monitoring and evaluation activities to monitor the community's sustainability and development of marine school programs. In this case, the monitoring and evaluation instrument is recommended to be designed using Information Technology (IT) to be easily accessed by the community and all marine school stakeholders, both at the central and regional levels.

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