

Psycho-Social Education (PSE) Model: Conceptualisation and Implementation of Empowerment Models for Families Evicted from Cities

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This study aims to examine the conceptualisation and implementation of psycho-social education empowerment models for victims of urban eviction in Jakarta, Indonesia. The results showed that the relocation of victims of eviction to Rusunawa, left psycho-social and economic problems, mostly experienced by women. This condition became the indicator of the presence of a psycho-social education (PSE) empowerment model. The results of expert validation on the 83.33 psycho-social education (PSE) empowerment model were stated to be good. The results of the expert assessment are in line with the results of the model implementation carried out on 36 empowered participants, of which 83 per cent considered empowering the psycho-social education model to reduce the trauma, depression, and socio-cultural problems of the families of evictees.

Keywords: *Evicted victims, Evicted impact, Psycho-social education (PSE) empowerment model, Urban.*

Introduction

Poverty alleviation is the responsibility of all parties, starting from the government, academics and even all components of society. In addition, poverty does not only occur in rural areas. However, poverty can also develop in urban areas, including the capital city of Jakarta. Therefore, efforts that can be made to solve the problem of poverty are through policy making, supervision, research, and evaluation. In 2018, the poverty rate in Indonesia had decreased by 9.82 per cent, leaving around 25.95 million poor people (Badan Pusat Statistik, 2018). From the number of poor people, the DKI Jakarta province contributed 373,120 people. Actually, this figure is much lower than in 2017, which amounted to 393,130 people (Badan Pusat Statistik DKI Jakarta, 2018). The data further confirms, that as the capital city, DKI Jakarta is still at risk of poverty.

The poverty occurring in DKI Jakarta cannot be separated from the paradigm of rural communities who consider that the capital of Jakarta is a city of dreams for a prosperous life. This is what makes urbanisation massive. On the other hand, this phenomenon also indicates the existence of inequality, in terms of physical development in the economic sector between villages and urban areas (Schumacher, 1999; Malik et al., 2015). This over-urbanisation has an impact on: (1) the explosion of population; (2) increased crime; (3) decreasing quality of health; (4) the development of the informal economy, including the exploitation of minors; (5) settlement of land and the loss of green land; and (6) disaster-prone (Jalil et al., 2010; Docu et al., 2012; Uttara et al., 2012; Cui et al., 2012; Tah et al., 2015; Bapari et al., 2016).

Of the several impacts mentioned, land narrowing for settlements is something that can be felt directly. This reality then drives the formation of slum areas and locations that are often chosen as watersheds, under bridges, and some suburban areas, which are close to trade centers (Crooks et al., 2016). In the context of the development of the slum area in DKI Jakarta, it occurred in the 1960s (Ali & Bodmer, 1969). Thus, it can be said that the flourishing slum area is directly proportional to urban development.

In the midst of the increasingly massive face of urban growth, the social structure of the slum area has further strengthened its position from generation to generation. The people adapt and survive to live in the capital city of Jakarta, in all situations and conditions. However, the existence of the slum area for the government is a threat to urban development in the macro sense. The difference in the city becomes slum, and not beautiful. Realising this, the government is pushing for a variety of efforts to reduce the impact of the slums. One of them is through the eviction and relocation of residents. According to Swasono (2001), eviction affects the level of stress experienced by displaced poor people. According to him, 73 people from 166 respondents (43.98 per cent) experienced significant psycho-physiological disorders due to eviction. The calculation of the correlation between socio-cultural disintegration scores

and a lower CMI score (0.271), were less than the findings of the Leighton study (0.45). *The Center on Housing Rights and Eviction* (2006) explains that evictions have an impact on vulnerability and disaster. Victims of eviction have no place to live, are unemployed, and are poor. In some cases, victims of eviction did not even get compensation or alternative housing.

The results of a study from Serby et al. (2006) explain that eviction triggers the factor of suicide in urban areas. Meanwhile, according to Wahyuni (2006), the greatest impact due to eviction is generally experienced by mothers and children. They are traumatised by eviction, have lost the memory of the history of the residence, and suffer a loss of livelihood. In line with Wahyuni, the findings of the study by the *Human Right Watch* (2006) explained that women and children were the group most disadvantaged due to eviction. This is because children and women are the main targets of gender-based violence.

Desmond (2012) explains that evictions encourage the reproduction of poverty in urban areas. Evictions, accompanied by the demolition of houses and goods, caused the education of children to be hampered and to the extent that they could not even continue their education. The UN-Habitat (2014) emphasised that eviction encourages victims to live in extreme poverty and experience destitution. In the context of Jakarta, Dalimoenthe et al. (2018), in their study, explained that the eviction of dwellings carries psychological, economic and socio-cultural risks. In fact, this condition was experienced by the residents of Jatinegara and Marunda Flats, which were partly as large as initially residing in the Ciliwung-Penjaringan watershed. They were depressed (42 per cent), traumatised (70 per cent), forced into the relocation process (73 per cent), received low compensation (83 per cent), suffered socio-economic burdens (94.42 per cent), and social exclusion (66 per cent). This reality is generally experienced by mothers and children.

This condition requires the presence of a comprehensive empowerment model. Regarding this, as far as the authors have searched, there are no studies that have examined the model of psycho-social education (PSE) empowerment for families of evicted victims, viewed from the Cavalieri-Almeida empowerment theory and Giddens' structuration theory. In general, the study of women and children still rests on studies of human rights and gender identity mainstreaming (Cviklová, 2012; Cox, 2014; Theilen, 2014), political participation in society (careers) and the State (Rhoads, 2012; Gasser et al., 2014 ; Okoshi et al., 2014; Wattoo et al., 2015; McGinn et al., 2017; Rosa et al., 2017), and strengthening the role of women in mastering digital education or technology or big data (Tacsir et al., 2014; United Nation Women, 2018).

Meanwhile, existing studies on empowerment models for the families of evicted victims still focus on theoretical-historical studies (Widayanti, 2012; Febyanto, 2016) and rely on a variety of empowerment methods and materials (Koentjoro et al., 2007; Supratiknya, 2011;

Nugroho et al., 2012; Asra, 2013; Naimah et al., 2016; Suharsono et al., 2016; Susita et al., 2017; Salasa et al., 2017).

Departing from this context, the researcher sought to examine the model of psycho-social education empowerment in families of evictees in urban areas, with the following sub-discussion: (1) overview of victims of eviction; (2) conceptualisation of the psycho-social education empowerment model (PSE); (3) validation of the psycho-social education (PSE) empowerment model; (4) implementation of the psycho-social education (PSE) empowerment model for families of the victims of evictions; and (5) the effectiveness and constraints of the psycho-social education (PSE) empowerment model.

Methods

In terms of methodology, this study uses a critical paradigm. Ontologically, critical theory means reality is shaped by social history, politics, economics, and feminism-gender. The critical epistemology of the theory means that the relationship between the researchers is transactional, mediates values and their actionology view that science is not free of values, ethics and moral choices which determine research choices (Denzin et al., 2009). The concept of a critical paradigm that promotes the emic or qualitative approach is more prominent than ethics or the quantitative approach (Denzin et al., 2009; Newman, 2013).

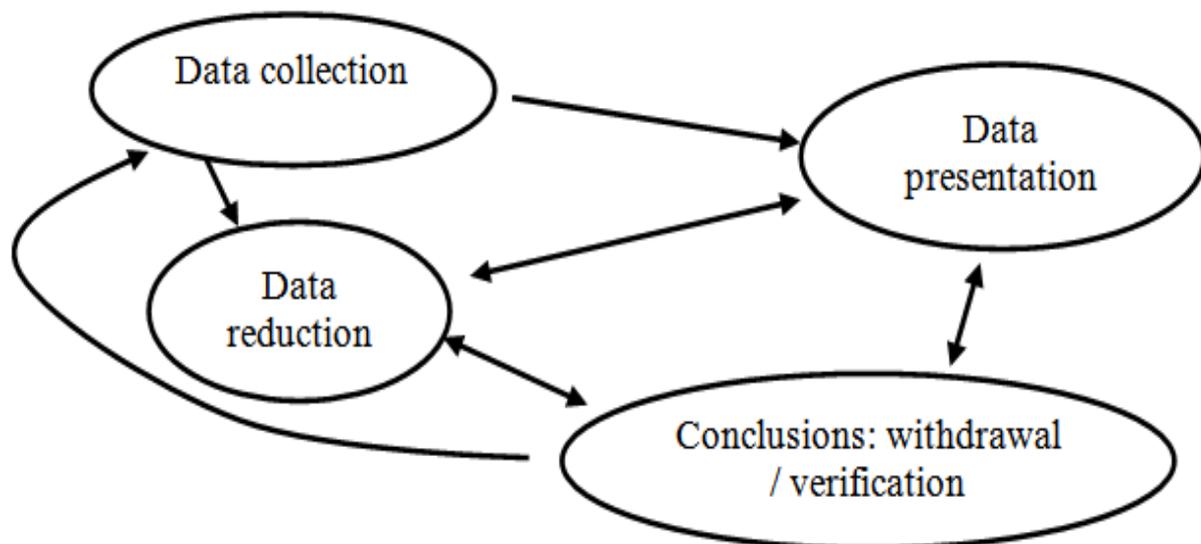
In terms of methods, this research relies on research and development (R&D) methods. The R&D method is used to produce research products, which are appropriate and effective psycho-social education (PSE Model) models for the families of urban evictees (Borg et al., 2003; Jain et al., 2010). According to Willis (1995), R&D methods have three development steps, namely: (1) the definition phase; (2) the planning, and development stages; and (3) the dissemination stage. The three development steps are used with complementary patterns from planning, implementation, and to evaluation. Borg et al. (2003) developed ten stages in developing methods for R&D. The steps in R&D are research and data collection, planning, product draft development, initial field trials (limited), revised results of limited field tests, field tests (more extensive), product improvement results field test, field implementation test, final product improvement, dissemination and implementation.

The location of the study conducted was in DKI Jakarta, with a research period of six months during the period of February to July 2019. The research subjects consisted of three experts who assessed the feasibility of the psycho-social education empowerment model and 36 respondents who were targeted by the model (residents of the Ciliwung and Penjarangan watersheds who were relocated to the Jatinegara and Marunda Flats). The data collection techniques used included: (1) a literature study, conducted to obtain data and information about various theories and concepts about empowerment models from Cavalieri et al. and

Giddens' structuration theory. The documents and literature were obtained from books, research results, working papers, and scientific journals, both national and international, and were related to the research topics; (2) in-depth interviews, carried out to three experts and 36 respondents who were guided by questionnaires and interview guidelines arranged in a structured manner; (3) life history, conducted to obtain typical data about the eviction processes experienced and the trauma of the victims; and (4) FGD/workshop model of psycho-social education (PSE) empowerment as a form of deepening and data validation or accuracy.

Meanwhile, data analysis was carried out using qualitative analysis of interactive models (Miles et al., 1992). In this analysis, meaning, depth, and criticism were presented and analysed using qualitative analysis and assisted by the existence of simple quantitative data through questionnaires. There are four main components in the analysis of interactive models, namely: (1) data collection, (2) data reduction, (3) data presentation, and (4) conclusion. The four are carried out in an interactive form with the process of collecting data as a cycle.

Figure 1. Interactive Analysis Model



Results and Discussion

Overview Victims of Eviction

Eviction is a form of real shock experienced by the victim's family. Places of residence and environment (neighbourhood) not only mean the physical, but are formed from complex relationships and over a long time, and therefore it has significant implications for family welfare. Physical space provides access to the distribution of resources needed by the victim's family to earn income, knowledge, and social interaction. In fact, this condition was experienced by most of the families of the evicted victims who were relocated to the

Jatinegara and Marunda Flats. Some of them originally resided in the Ciliwung-Penjaringan watershed (Kampung Pulo, Muara Baru, and Penjaringan) and were native citizens of DKI Jakarta, who had occupied the area for 20–30 years. The dynamics of urban development, spatial planning, and the construction of the East Flood Canal, have caused them to be relocated from their homes (Dalimoenthe et al., 2018, Dalimoenthe et al., 2019).

Relocation, for some people, can be interpreted as a government effort to deliver them to a more feasible environment. However, for others, relocation is often interpreted as a source of new problems for life. This occurred to the residents of Kampung Pulo, who were relocated to Rusunawa Jatinegara Barat, East Jakarta, and the residents of Muara Baru-Penjaringan, who were relocated to Rusunawa Marunda, North Jakarta. In the Jatinegara Barat Flats, the number of residential units is not proportional to the number of existing households. Based on the units occupied, there are 518 households, while the number of households that need housing is 636 households. Meanwhile, in the Marunda Flats, more than 1,500 households live in the flat. The Marunda Rusunawa consists of five floors, where each floor has 20 housing units. Overall, the number of families that inhabit flats in each tower is 100 families. Besides that, flat conditions are not comparable to the conditions of the previous residence. Physically, this can be seen from the inadequacy of residential conditions, such as: (1) a living room that is integrated with a bathroom, toilet and kitchen; (2) the room area is too small, there are only two rooms measuring four square metres; (3) lack of enrichment; (4) a balcony measuring one square metre is inadequate; and among others. When associated with the concept of spatial planning, this condition creates discomfort and is not conducive. As a result, new housing that does not meet expectations is a problem for evictees to organise their lives.

After the relocation, the residents of Kampung Pulo, Muara Baru, and Penjaringan are no longer landless and buildings. This condition makes the majority of flat residents vulnerable to eviction, and the increasing cost of daily living expenses, such as flat rent, water, electricity, and food. In line with this, evictions can drag people into a deeper circle of poverty. In addition, it is also a sign that eviction has implications for the economy and life orientation.

The results of the Dalimoenthe et al. (2018) study explain that there are three markers that drive changes in the orientation of the lives of displaced evictees, namely: the loss of memory of a place to live, a hometown, and the loss of a long-established kinship system. In the new location (rusunawa), the solidity of the community is still relatively weak (42 per cent), compared to the previous location (58 per cent). Thus, eviction has transformed an independent and solid society into a dependent society. In short, evictions have a significant impact on life and reproduce poverty to a deeper degree.

Furthermore, Dalimoenthe et al. (2019) explain that evictions often ignore mature deliberations between the two parties and inadequate compensation, which has implications for the compulsion of the residents to be relocated. In the context of the eviction of residents of the Ciliwung and Penjarangan watersheds (Kampung Pulo, Muara Baru, Penjarangan), 83 per cent of respondents stated that the compensation they received was not sufficient. This correlates with their high level of compulsion to be moved to the Rusanawa Jatinegara and Marunda locations (73 per cent). As a result, evictions are always associated as moments of injustice for small communities (50 per cent) and the absence of NGOs. According to Giddens (2010), this indicates that the ruling structure (state) is suppressing the structures that are controlled (evicted victims).

“The compensation I received was very inappropriate, unfair. Evictions make us suffer more, lose jobs and secure income” (Interview, May 2018).

“During the eviction there were many items that we did not have time to remove from the house. All of our other items are lost: TV, cabinets, ice coolers, and money and more. We don't have the opportunity and strength to fight” (Interview, May 2018).

The greater burden and impact of these evictions are often experienced by women, children, and the elderly. All three are prone to depression, trauma, and other psychological burdens. For women, the consequence of increasing the burden of this eviction requires that they actively participate in seeking additional family income, are more empowered, and stronger. This can be encouraged by the presence of models and empowerment programs for families of evictees. Realising this condition, the government is present in the form of empowerment programs for women through RPTRA (specifically, Rusunawa Marunda: libraries, play areas, community discussion rooms), a special bus feeder facility is provided to facilitate residents of rusunawa to work and children to school for free, and the training of UMKM.

However, the public space and empowerment programs presented by the government in Rusunawa have not been optimal and are not in line with the expectations of the residents of the flat. Urgency, empowerment that can lead them to rise, get out of dependency, poverty, and get a better life, needs to be done comprehensively. From here, it is important that there is a model for empowering psycho-social education (PSE).

Conceptualisation of the Psycho-Social Education Empowerment Model (PSE)

The results showed that conceptually, the design of the psycho-social education empowerment model (PSE) was woven from three aspects: education, psychology, and social. These three concepts are taken as a substantive footing in empowering evictees. The reason is that the empowerment of eviction victims must be holistic, and cannot only use one



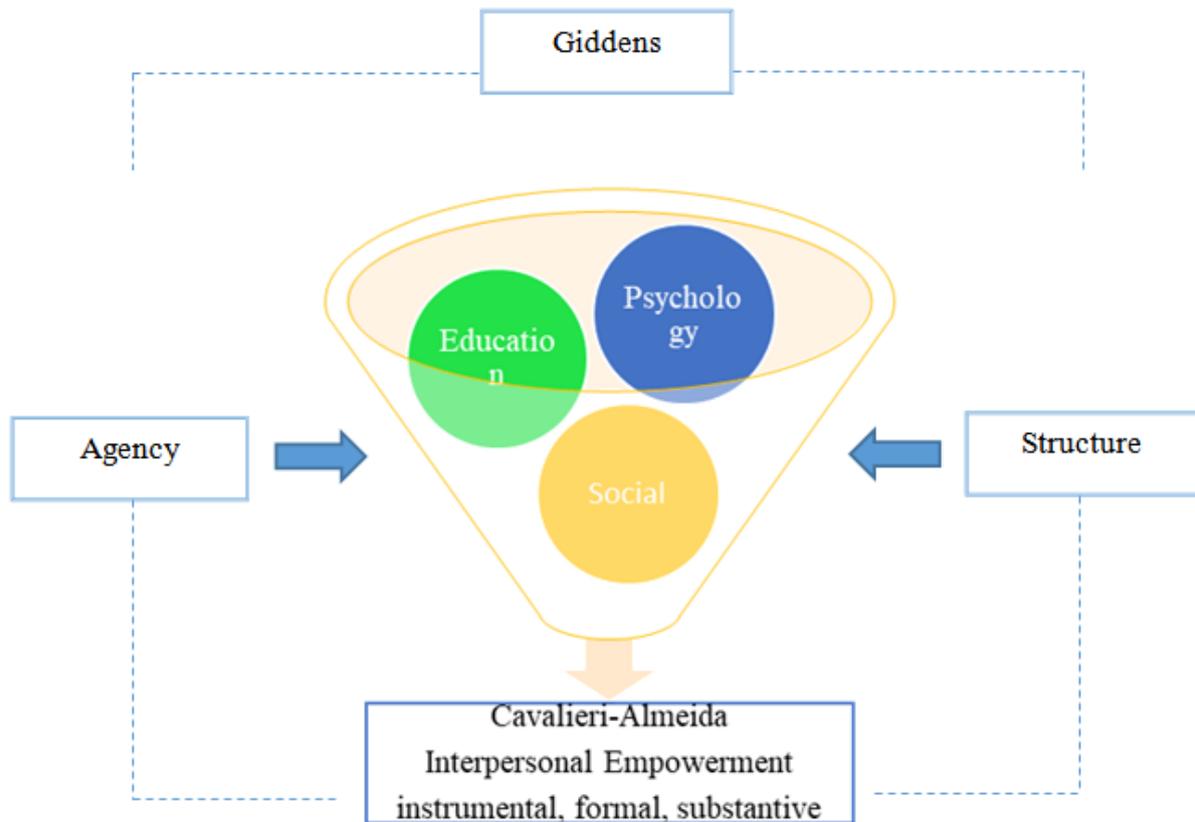
aspect. For this reason, this model emphasises the importance of the three aspects in empowering the families of evictees, namely through (1) aspects of education, (2) psychological aspects, and (3) social aspects.

Theoretically, the building of a psycho-social education empowerment model is constructed through a critical theory of empowerment from Cavalieri et al. (2018) and Giddens' structuration theory (1984). According to Cavalieri et al. (2018), empowerment is an effort to build critical awareness. Furthermore, there are four types of empowerment: 1) intrapersonal empowerment, namely by building community confidence; 2) instrumental empowerment, where the community is able to participate and influence the decision-making process; 3) formal empowerment, with the hope that the community is able to participate in decision-making; and 4) substantive empowerment, namely where the community is able to make decisions and produce the desired results.

Meanwhile, according to Giddens (2010), social practices are the linkage between micro, meso, and macro settings between agencies and interconnected structures that can be constrained and enabling, so that they give birth to dynamic social practices. From here, Giddens (2010) offers the structuration theory, that tries to show the relationship between agency and structure. In the context of Giddens' structuration theory, we are no longer relevant to speak of who should play more roles, whether individuals or structures — they play a role in the processes of community empowerment.

In respect to the building design of the PSE empowerment model that links the critical theory of empowerment from Cavalieri-Almeida (2018) and Giddens Structural theory, it can be seen in Figure 2 below.

Figure 2. The Psycho-Social Education Model



This psycho-social education empowerment model was revealed to be in the form of material structures containing three aspects: psychology, social, and education. The approach used relies on play therapy, new resources-based learning, and creativity learning. Meanwhile, in terms of the method, the PSE Model puts forward the combination method, which is combining lectures, focus group discussions, therapy, games, and simulations or performance.

Table 1: Curriculum for Psycho-Social Education (PSE) Empowerment Model

No.	Material	Approach	Method	Time (minutes)
1.	Introduction: <ul style="list-style-type: none"> Introduction Activity contracts 	<ul style="list-style-type: none"> Apperception Creativity learning 	Lecture-games	60
2.	Identifying Problems, Building Motivation and Solutions: <ul style="list-style-type: none"> The problem tree Building motivation Solutions offered 	<ul style="list-style-type: none"> Play therapy, New resources-based learning 	FGD, therapy, games	480
3.	Engagement of stakeholders and formed social capital	Creativity learning	Lecture, FGD	300
4.	Group Dynamics and Planning of the Creativity Program	<ul style="list-style-type: none"> New resources-based learning Creativity learning 	Lecture, FGD. Games	360
5.	Program Workshop	<ul style="list-style-type: none"> New resources-based learning, Creativity learning 	Simulation or performance	120
6.	Creating institutions	Creativity learning	FGD	60

In general, the empowerment model of Psycho-Social Education (PSE) aims to address the psycho-social problems experienced by women and children victims of eviction in urban areas. Meanwhile, specific objectives include:

1. Generating motivation and providing solutions to psycho-social problems faced by women and children evicted.
2. Changing the mindset, behaviour, and awareness of the victims to rise to the process in new locations by utilising the available potential and group strength.
3. Community development through strengthening group capacity to produce productivity, creativity and excellence in new locations after eviction.

Validation of the Psycho-Social Education (PSE) Empowerment Model

The validation assessment of the psycho-social education (PSE) empowerment model is guided by expert assessment instruments that have been prepared according to the design conceptualisation of the model. The instrument is a questionnaire consisting of six aspects of assessment, namely: (1) originality; (2) goals; (3) method; (4) conceptualisation of the model; (5) practicality and excellence of the model; and (6) the usefulness of the model. Scoring uses

a 1–5 likert scale (very lacking, lacking, sufficient, good, and very good). This is used to provide meaning and decision-making at the level of feasibility, effectiveness and attractiveness in the psycho-social education (PSE) empowerment model. See Table 2 below.

Table 2: Conversion Rate Evaluation with a Five Scale

Assessment Level (%)	Qualification	Information
90 – 100	Very good	No need for revisions
80 – 89	Good	No need for revisions
65 – 79	Enough	Revision
55 – 64	Less	Revision
0 – 54	Very less	Revision

Furthermore, the total score of all aspects of the assessment is converted into percentage form with the mathematical model as follows:

$$\text{Percentage} = \frac{\sum \text{Aspect Answers}}{n} \times 100\%$$

Information:

Σ = Total

n = Many aspects of assessment

The determination of the total percentage of expert assessments formulated uses the mathematical model as follows:

$$\text{Percentage} = \frac{\sum(\text{Expert Answer})}{n} \times 100\%$$

Information:

Σ = Total

n = Number of experts

In accordance with the scoring guidelines, the feasibility and validity of the psycho-social education (PSE) empowerment model was assessed by three experts and scored 83.33. This indicates that the PSE model is feasible and can be an alternative in handling, and at the same time, is a psycho-social empowerment media for victims of urban eviction, especially for women and children. According to Expert 1 (sociologist), evictions experienced by residents leave a problem of humanism, where practices are often not human. In the case of DKI Jakarta, specifically for the people of Kampung Pulo, ideally, evictions were carried out when the residents had occupied a new residence. However, in fact, there are many people who have not occupied Jatinegara Barat Rusunawa.

Furthermore, Expert 1 (sociologist) states that sociologically, it is necessary to understand that the village is home and to lay back residents, they must be actively involved in the process. This involvement is important, because it is not easy for someone to accept a new place of residence. This is because at home there is before there was memory, emotion, and the ideals of each person to build a future, no matter whether the family is poor or rich. In this context, the eviction of residents raises traumatic and social problems. Here is the important presence of psycho-social empowerment. Related to that, the PSE model is one of constructive efforts that must be carried out continuously and consistently to empower the evictees in urban areas, especially in DKI Jakarta.

According to Expert 2 (psychologist), the PSE model holistically breaks down psycho-social problems, providing motivation and solutions to victims. Through the play therapy approach and the complex education-sociological management program, the victims can rise and awaken their awareness to lead a normal life in the new location after eviction. Furthermore, according to Expert 2 (psychologist), the combination method (lecture, FGD, therapy, games) is considered appropriate as a reference in implementing the model.

Meanwhile, Expert 3 (gender) stated that the presence of the PSE empowerment model is a real solution to solving the problems and psycho-social impacts of evictions in DKI Jakarta, the majority of which are experienced by mothers and children. According to him, this empowerment model is very useful and must be appreciated because it can provide a new atmosphere, security, protection and enthusiasm to rise again to realise the ideals and future of the family.

Table 3: Validation of the Psycho-Social Education (PSE) Empowerment Model

Aspect	Assessment														
	Expert 1/Sociologist					Expert 2/Psychologist					Expert 3/Gender				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1. Originality			√					●						x	
2. Purpose				√				●							x
3. Method			√						●						x
4. Conceptualisation			√					●						x	
5. Practicality and excellence			√					●						x	
6. Benefits				√				●							x
Total (Σ)	83.33					79.17					87.50				

Remarks: The value of the three experts, divided by three results, is 83.33.

The results of the assessment of the three experts (sociologist, psychologist, and gender) on the PSE model are parameters for perfecting the model. The urgency is that the implementation of the PSE model can be implemented optimally.

Implementation of the Psycho-Social Education (PSE) Empowerment Model for the Families of Victims of Evictions

The results of the expert assessment become a reference for implementing the PSE empowerment model. The target of the participants was the families of the evicted victims who were relocated to the Marunda and Jatinegara Barat Flats; as many as 36 people. The stakeholders who collaborate in empowering the psycho-social education model include: (1) the Marunda and Jatinegara Barat Flat Housing Managers; (2) the Rusunawa Marunda RPTRA; and (3) the LPPN UNJ. The model implementation includes three activities: (1) sharing pre-empowerment experiences; (2) the substance of empowerment; and (3) empowerment methodology.

First, is the experience of sharing the pre-PSE empowerment experiences. The participants explained that the empowerment of the activities that have been followed in the new locations were related to various aspects such as social, economic, and creativity training. However, according to the participants, the difference in the model was namely: (1) this empowerment is comprehensive because it presents educational, psychological, and social aspects simultaneously; and (2) is more academic, continuous and sustainable with press points on group capacity development, planning programs, and action through designed creativity programs. The consequences of the advantages of the PSE empowerment model from the empowerment model that was previously followed by the participants, made them better understand the urgency of empowerment in the context of self-reinforcement, enthusiasm and hope after eviction.

Table 4: Participants' understanding of the Previous Empowerment Model and PSE Model

Level of understanding	Empowerment Assessment			
	Other Empowerment Models		PSE Empowerment Model	
	f	%	f	%
1. Very Understood	-	-	14	38.89
2. Understand	9	25.00	17	47.22
3. Understand enough	16	44.44	5	13.89
4. Lack of Understanding	11	30.56	-	-
5. Don't understand	-	-	-	-
Total (Σ)	36	100.00	36	100.00

Second, in terms of the substance of empowerment, the participants stated that empowering the PSE model contained psychological, motivational, educational, and social content. From this content, aspects of hope and dreams for participants are normal and better reconstructed. According to the participants, this is a perspective that can revive their hopes in a new location.

Third, in terms of the methodology (day, time, and place of empowerment), most participants considered it less representative. According to them, the day and time of empowerment is too short and the place is not representative because it is not in the open. However, the assessment of the participants from the approach and methods of empowering the PSE model presented is generally very good, with 83 per cent of participants assessing the empowerment of psycho-social education models to reduce traumatic feelings, depression, and socio-cultural problems of the families of evictees.

The Effectiveness and Constraints of the Psycho-Social Education (PSE) Empowerment Model

According to the empowering participants, the effectiveness of the psycho-social education (PSE) empowerment model, when referring to the substance and methodology aspects, received a good predication (83 per cent). This is seen from the three competencies obtained by the empowerment participants, namely: (1) increasing the understanding, knowledge, and skills of participants about the importance of empowering psycho-social education; (2) the growth and development of participants' motivation and expectations for a normal life in a new location, with new social entities; and (3) the establishment of community institutions based on psycho-social education awareness. This means that the psycho-social education (PSE) empowerment model developed in this study is effective.

Meanwhile, some of the obstacles faced in implementing this psycho-social education model included:

- a. The time and location of empowerment are not representative. Ideally, the empowerment time is carried out for 6–7 days (one week) and is located in natural and pleasant places for the participants.
- b. The heterogeneity of the type of psychological burden experienced by the participants in empowerment requires the identification of special treatment by resource persons with psychological expertise and teaching modules that emphasise variations in the types of psychological burden. This is especially true of empowering the participants from the Jatinegara Barat Flats.
- c. Contextually, the heterogeneity of participants based on ethnicity, previous place of residence, employment and education requires the complexity of the empowerment

teaching module presentation. From the existing module, then, it covers the aspect of heterogeneity.

Efforts can be made to overcome obstacles in implementing the psycho-social education (PSE) empowerment model by, among others:

- a. Identifying more selective and careful types of psychological problems to socio-economic, social, ethnic, occupational and educational conditions of the participants so that the empowerment is more directed, effective and meaningful.
- b. Improvement of the teaching module for empowering the psycho-social education model, especially in the context of model dissemination in all urban areas in Indonesia. The empowerment module presented must cover the heterogeneity of the problem, the social, ethnic, occupational, and educational conditions of the participants.

Conclusion

The relocation of the victims of eviction to Rusunawa leaves psycho-social and economic problems, mostly experienced by women. In fact, this condition was experienced by residents of the Jatinegara and Marunda Flats, which were partly as large as initially residing in the Ciliwung-Penjaringan watershed. They were depressed (42 per cent), traumatised (70 per cent), forced into the relocation process (73 per cent), received low compensation (83 per cent), suffered socio-economic burdens (94.42 per cent), and social exclusion (66 per cent). Realising this condition, the government is present in the form of empowerment programs for women through the RPTRA (specifically, Rusunawa Marunda: libraries, play areas, community discussion rooms), a special bus feeder facility is provided to facilitate residents of rusunawa to work and children to school for free, and the training of UMKM. However, the public space and empowerment programs presented by the government in Rusunawa have not been optimal and are not in line with the expectations of the residents of the flats. Urgency, empowerment that can lead them to rise, get out of dependency, poverty, and get a better life, needs to be done comprehensively. From here, it is important that there is a model for empowering psycho-social education (PSE).

The psycho-social education model has a comprehensive design of conceptualisation or theory, curriculum, modules, and results assessment. This is an advantage over other empowerment models, which are partial, segmented and unsustainable (program-based only). The psycho-social education (PSE) model is woven from the aspects of education, psychology, and social. Theoretically, the building of the psycho-social education empowerment model was constructed through a critical theory of empowerment from Cavalieri-Almeida and Giddens' structuration theory. In general, the empowerment model of



Psycho-Social Education (PSE) aims to address the psycho-social problems experienced by the women and children victims of eviction in urban areas.

The model of psycho-social education (PSE) empowerment was lowered into the form of material structures containing three aspects, namely psychology, social, and education. The approach used relies on play therapy, new resources-based learning, and creativity learning. Meanwhile, in terms of the method, the PSE Model puts forward a combination of methods, namely combining lectures, FGDs, therapy, games, and simulations or performance.

The results of the expert validation, of 83.33 of the psycho-social education empowerment model, were stated to be good. The results of the expert assessment are in line with the results of the model implementation carried out on the 36 empowered participants, of which 83 per cent considered empowering the psycho-social education model to reduce the trauma, depression, and socio-cultural problems of the families of evictees. This means that the empowerment model of the psycho-social education model (PSE) developed in this study is effective.

Factually, the challenge of developing and disseminating the psycho-social education model in the future must be able to selectively and carefully identify the types of psychological problems to socio-economic, social, ethnic, occupational, and educational conditions so that modules are presented and the implementation of empowerment is more directed, effective, and meaningful. Given the comprehensive and meaningful psycho-social education model as a solution for empowering families of urban evictees, the efforts to disseminate this model in other cities in Indonesia needs to be intervened by all stakeholders, namely: (1) Universities; (2) Government through the Ministry of Women's Empowerment and Child Protection; (3) NGOs; (4) Private sector through its CSR program; (5) the flat housing manager; and (6) elite or local strongmen.

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