

# Community School-Based Social Protection: Breaking Out of the Cycle of Extreme Poverty

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**Abstract.** Extreme poverty remains a structural issue that hinders improving the quality of life of communities, especially in areas with minimal access to education, health care, and social protection. This study aims to analyze the role and effectiveness of Community School-based social protection as an alternative community empowerment strategy to break out of the cycle of extreme poverty. Using a qualitative approach with descriptive methods, this study gathered data through in-depth interviews, participant observation, and documentation studies in communities implementing the Community School model. The results indicate that implementing Community Schools as a strategy to address extreme poverty has significant potential to improve the quality of life of children from the poorest families through boarding school education, a vocational curriculum, and a holistic approach involving health support and family empowerment. However, the study also identified significant challenges, such as limited competent teaching staff, incomplete long-term funding, the risk of social and psychological impacts on students, and targeting issues due to suboptimal data validity. Nevertheless, if these challenges can be addressed with appropriate policies, the Community School program has the potential to be an effective intervention in breaking the cycle of extreme poverty in Indonesia.

**Keywords:** *Social Protection, People's Schools, Extreme Poverty, Community Empowerment, Non-formal Education.*

## A. INTRODUCTION

Extreme poverty remains a serious challenge to national development, particularly for those at the bottom of the economic ladder. This condition is characterized not only by limited income but also by limited access to education, healthcare, and decent employment opportunities (Komarawati et al., 2024). The government has launched various social protection programs to address this issue, but those in deciles 1 and 2 are often difficult to reach due to structural and geographic constraints. Therefore, a new, more inclusive approach is needed that addresses the unique needs of the poorest communities (Habibullah, 2017).

The government, through Presidential Instruction (Inpres) No. 8 of 2025, established the establishment of People's Schools (Sekolah Rakyat) as a strategic step to reduce extreme poverty in Indonesia (Ministry of Social Affairs of the Republic of Indonesia, 2025) (Lesmana, 2025). This program focuses on reaching children from the poorest families, particularly those in the bottom 1–10 percent, who have traditionally faced barriers to accessing formal education. Through a boarding-based scheme, a flexible curriculum with a multi-entry-exit system, and a community empowerment approach, the People's School is expected to provide a more adaptive and inclusive learning space for vulnerable groups (Firnanda et al., 2025).

The program's targets are determined by mapping communities with economic statuses in deciles 1 and 2 based on the National Integrated Socioeconomic Data (DTSEN). This classification uses several socioeconomic indicators, including income level, highest level of education, access to or expenditure on health services, and employment status (BPS, 2025). This data collection serves as the basis for ensuring that the People's School interventions are targeted and truly reach the groups most in need.

Program target selection is carried out through community mapping using the National Integrated Socioeconomic Data (DTSEN). This system helps the government identify families in the lowest decile based on indicators such as income level, highest level of education completed, access to and expenditure on health services, and employment status. Based on this data (Nurdin et al., 2025), People's Schools can be targeted precisely to groups truly in need of educational intervention and empowerment to escape the cycle of extreme poverty (Baidowi et al., 2025).

In addition to providing access to education, People's Schools also function as a social protection instrument oriented towards strengthening individual and community capacity (Suharto, 2015). Through contextual learning, job skills development, and active community involvement, this program not only equips students with knowledge but also opens up new economic opportunities for their families and communities. This empowerment model is expected to increase the socioeconomic resilience of the poorest communities and break the intergenerational cycle of poverty (Budiman et al., 2018).

The implementation of People's Schools requires careful design to ensure the curriculum is truly flexible and aligned with the needs of the program's targets. This flexibility includes the curriculum's ability to adapt to the conditions and needs of prospective students and their families, ensuring the learning process is relevant and targeted (Suleman & Resnaway, 2017). In its implementation, it is crucial for the government to ensure sustainable governance by providing access to capacity building for students, particularly job skills that align with labor market needs (Wahyuni et al., 2023). Furthermore, the program's sustainability needs to be strengthened by providing career guarantees and access to higher education for graduates, so that the People's School can function not only as an educational intervention but also as a tangible way out of extreme poverty (Kresnawati & Imelda, 2020).

Previous research has shown that community-based alternative education programs play a significant role in increasing the social mobility of poor groups. Research by Arifah et al. (2023) demonstrated that community-based education models can expand access to learning for children from low-income families through a flexible curriculum that adapts to students' socioeconomic needs. This finding is reinforced by a study by Syihabuddin (2022), which found that a boarding-based education approach improves student discipline, learning motivation, and engagement, especially for children from marginalized families.

Furthermore, Damayanti (2025) emphasized that adaptively designed non-formal education can improve basic skills and literacy, making it easier for poor children to enter the workforce. Another study by Abni (2025) highlighted that community-based vocational training has a significant impact on increasing family income because the skills taught are aligned with labor market needs. Similarly, Rindiani et al. (2025) emphasized the importance of integrating social protection with education and skills training as an effective strategy for breaking the intergenerational cycle of poverty.

This research is necessary because extreme poverty is not only caused by economic limitations, but also by low access to education, minimal job skills, and weak social protection for the most vulnerable groups in society. The government-initiated People's School program is a new strategy that has not been studied in depth, especially regarding its implementation and implementation challenges. To answer the problem formulation regarding how the People's School is implemented, the extent to which its curriculum flexibility is able to meet the needs of students from the lowest decile, and how this model contributes to efforts to alleviate extreme poverty. The purpose of this study is to analyze the implementation of the People's School, assess the implementation of activities and implementation challenges to formulate policy recommendations that can strengthen the program's implementation as a sustainable social protection instrument.

## B. METHOD

This research method uses a descriptive qualitative approach to deeply understand the implementation of the People's School as a social protection strategy for alleviating extreme poverty. The qualitative approach was chosen because it can explore the experiences, dynamics, and perspectives of stakeholders directly involved in program implementation, including students, families, school administrators, and the government. Data collection was carried out through documentation studies related to policies, curriculum guidelines, and DTSEN data (Sugiyono, 2013). The data obtained were analyzed using the Miles and Huberman interactive analysis model, which includes data reduction, data presentation, and conclusion drawing. Data validity was ensured through triangulation of sources and techniques, namely by comparing data from interviews, observations, and documentation from various informants (Moeleong, 2018). Through a systematic analysis process, this research is expected to provide a comprehensive picture of the effectiveness, challenges, and potential sustainability of the People's School as an educational and empowerment intervention in breaking the chain of extreme poverty.

## C. RESULT AND DISCUSSION

### 1. Implementation of People's Schools in Addressing Extreme Poverty

The implementation of People's Schools in addressing extreme poverty is carried out through the provision of free boarding education services for children from extremely poor families. This approach aims to break the intergenerational chain of poverty through child empowerment, capacity building, and providing a stable learning environment. This program is part of the national strategy stipulated in Presidential Instruction Number 8 of 2025, which emphasizes that eradicating extreme poverty requires an integrated intervention model. Its implementation involves various ministries and local governments, each playing a role in providing facilities, funding, teaching staff, and program oversight. With multi-sectoral support, People's Schools are a new instrument designed to be more inclusive and sustainable than regular education programs.

This boarding education program implements a holistic curriculum that encompasses basic literacy, character education, mental strengthening, and vocational skills tailored to the needs of the workforce. The provision of facilities such as dormitories, meals, guidance services, and study spaces serves to address obstacles often experienced by children from the poorest families, such as lack of study space, economic instability, or minimal family support. In addition, there are follow-up programs such as scholarships, job training, and access to career guidance to ensure the sustainability of educational outcomes after students graduate. This approach emphasizes that the People's School focuses not only on basic education but also on building a transitional pathway to economic independence.

The People's School is intended for children from poor and extremely poor families, particularly those included in deciles 1 and 2 according to the National Social and Economic Single Data (DTSEN). This decile classification serves as a crucial basis for determining appropriate targeting, with decile 1 representing the poorest households and decile 10 representing the richest. By using DTSEN, the government ensures that People's School services truly reach those most in need of assistance and most at risk of being trapped in prolonged poverty. The use of this data strengthens program accountability and ensures that educational interventions align with the national goal of significantly reducing extreme poverty.

The People's School is a breakthrough initiative of President Prabowo, which began implementation in the 2025/2026 academic year as a boarding school unit with a truly

integrated approach. This program is designed as a strategic solution to address extreme poverty through human empowerment from school age. By combining formal education, character building, life skills development, and vocational-based economic empowerment, Sekolah Rakyat strives to systematically and sustainably break the intergenerational cycle of poverty. This integration makes Sekolah Rakyat not just an educational institution, but also a center for developing a quality of life for children from poor and extremely poor families.

This integrated approach is evident in the provision of full-boarding facilities that allow students to live in a safe, controlled environment that encourages holistic development. The government ensures that all students' basic needs are fully met, from free education to daily nutritional needs. Each student receives three nutritious meals a day and two snacks to support adequate nutrition, which supports physical development and concentration in learning. Furthermore, healthcare is a key element of this program, with routine health checks that include growth monitoring, dental and eye examinations, as well as heart health screenings and blood tests to detect disease risks early.

In addition to nutrition and health, the quality of the students' living environment is also a primary concern for the government. Dormitories are built to high standards of comfort and safety, ensuring that children grow up in a clean, comfortable environment that supports a conducive learning environment. Dormitories are equipped with adequate bedrooms, study rooms, good sanitation facilities, and facilities to support personal development activities. The government also provides eight complete sets of uniforms for each student, including alma mater jackets, daily uniforms, sportswear, batik, scout uniforms, laboratory uniforms, and sleepwear, to support the development of discipline and personal hygiene.

Beyond basic facilities, the People's School also provides students with complete study equipment and laptops, essential tools for digital literacy. Mastery of information technology is considered crucial for preparing young people to enter the workforce, which prioritizes digital skills. Thus, students receive not only a conventional education but also skills relevant to future industry needs. This aligns with the program's focus on economic independence through vocational education and specific skills training that can be applied immediately upon graduation.

In social protection through public schools in order to combat extreme poverty, several approaches can be taken.

a. Educational Approach

- 1). Free and Boarding School Education: Free and boarding school education in People's Schools is a strategy to ensure that children from extremely poor families can access education from elementary to high school without financial barriers. With a boarding school system, students live in a controlled, safe environment that optimally supports the learning process. All student needs—from meals, uniforms, books, to daily supplies—are covered by the state, so families are no longer burdened by education costs. This approach not only eliminates disparities in access but also helps break the cycle of poverty by providing equal educational opportunities for the most vulnerable groups in society.
- 2). Relevant Curriculum: Free and boarding school education in People's Schools is a strategy to ensure that children from extremely poor families can access education from elementary to high school without financial barriers. With a boarding school system, students live in a controlled, safe environment that optimally supports the learning process. All student needs, from meals, uniforms, books, to daily supplies are covered by the state, so families are no longer burdened by education costs. This approach not only eliminates access gaps but also helps break the cycle of poverty

by providing equal educational opportunities for the most vulnerable groups in society.

- 3). Character development: Character development is an integral part of the People's School because education focuses not only on academic ability but also on personality development. Through boarding school life, students are accustomed to the values of discipline, independence, responsibility, and a strong work ethic. Furthermore, a culture of mutual cooperation, social solidarity, and concern for others are instilled through routine activities such as community service, group activities, and community service. This character development is expected to produce a young generation that is not only intellectually intelligent but also morally and socially mature, ready to become agents of change in their communities.
- 4). Talent mapping: Talent mapping in the People's School is carried out using modern approaches, including DNA Talent Mapping technology, which helps identify students' natural potential from an early age. Furthermore, various competency assessments, such as literacy, numeracy, and digital skills tests, are used to understand each child's strengths and weaknesses. With this comprehensive information, schools can provide more personalized support, tailor learning programs, and place students on development paths that best align with their interests and talents. This approach ensures that each student develops optimally and has more targeted career opportunities in the future.

b. Holistic and Integrated Approach

- 1). Health Insurance: Health insurance in the People's School program is a crucial foundation for ensuring the overall well-being of students and their families. Through integration with the PBI-JKN scheme, all students' families are automatically registered as recipients of premium assistance, providing them with free access to healthcare services. In addition, families continue to receive social support through the Family Hope Program (PKH) and the Staple Food Program, which help meet basic household needs. This policy ensures that health conditions and family basic needs do not become obstacles to children's educational success, while also strengthening the economic stability of extremely poor families.
- 2). Family Empowerment: Family empowerment is a key supporting pillar in the People's School's holistic approach, as educational interventions will not be optimal without increasing the family's economic capacity. In this program, parents are encouraged to actively participate in village cooperatives as a vehicle for strengthening the collective economy. The government also provides assistance in the form of increased business capital and skills training tailored to local market needs, giving families greater opportunities to increase their income. These efforts not only support the sustainability of children's education but also help families break free from dependence on social assistance.
- 2). Supporting Facilities: The supporting facilities within the People's School are designed to create a safe, adequate, and conducive learning environment for the development of students' potential. Dormitories for students and teachers allow for more intensive educational interactions, while a library, sports field, and multipurpose hall provide space for academic learning, physical activities, and social activities. Furthermore, students' nutritional needs are met through the provision of nutritious meals daily, ensuring optimal physical and health conditions for participating in the learning process. These comprehensive facilities

demonstrate that the People's School focuses not only on formal education but also on meeting students' holistic needs.

The long-term benefits of the People's School are evident in the formation of a young generation that is independent, educated, and highly competitive. Through free, quality education, character development, and a relevant vocational curriculum, students are equipped with both academic and life skills that can be used to build a better future. By increasing individual capacity, the generation born from this program is expected to be able to break free from economic dependence and act as a driving force for development in their communities.

Furthermore, improving the quality of human resources through this program is believed to contribute significantly to reducing unemployment and crime rates in the long term. People's School graduates will be more employable in the workforce and for entrepreneurship, thus opening up more opportunities for income generation. As unemployment rates decline, the potential for crime due to economic pressures also decreases. Thus, People's School is not only an educational program, but also a social preventive strategy that strengthens societal stability.

Furthermore, this program is a concrete manifestation of efforts to achieve social justice for all Indonesians. By providing equal access to education for children from the poorest families, People's School acts as a corrective mechanism for structural injustices that have prevented the extreme poor from moving up the social ladder. Inclusive and free education creates opportunities for social mobility, narrows disparities, and strengthens a sense of justice within society. With careful design and consistent implementation, this program has the potential to become one of the most effective instruments in breaking the cycle of extreme poverty and realizing a more just, advanced, and prosperous Indonesia.

## **2. Challenges in Implementing Peoples's Schools in Eradicating Extreme Poverty**

The first challenge in implementing the People's Schools relates to the availability of human resources, particularly highly competent and dedicated teachers. This program requires educators who are not only capable of teaching well but also willing to live in remote areas and accompany students 24/7. This requires a much greater commitment than in regular schools, so not all teachers are prepared for such a dedicated work and life style. The limited number of teachers who meet this criteria is one of the main obstacles to the program's success.

Furthermore, placing teachers far from their home and the lack of initial training and preparation contribute to the high rate of teacher resignation. Many teachers struggle to adapt to the new environment, limited facilities, and more intense work pressures than usual. Without adequate emotional, logistical, and training support, the continued presence of qualified teachers in the People's Schools will face serious challenges. This situation has the potential to disrupt the stability of the learning process and reduce the quality of education provided to students. Another challenge is the need to standardize learning methods amidst the diverse backgrounds of teachers recruited from various regions and educational institutions. Differences in teaching approaches, evaluation standards, and educational philosophies can create inconsistencies in material delivery and student character development. Therefore, integrated training and ongoing competency development are necessary to ensure all teachers have a unified vision, methods, and learning strategies aligned with the characteristics of the People's School. Without this alignment, the quality of education provided could be uneven and reduce the program's effectiveness in eradicating extreme poverty.

Sustainability and funding are major challenges in the implementation of the People's School, as the program requires stable and long-term budget support. Providing free education, dormitory facilities, health services, nutritional needs, and vocational training requires significant costs and must be guaranteed for their sustainability year after year. This requires a strong political commitment from both the central and regional governments to ensure the

program is not interrupted midway due to changes in policy or budget priorities. Without consistent funding, the quality of services received by students could decline, making it difficult to achieve the primary goal of breaking the cycle of extreme poverty. Beyond funding, the program's success also depends heavily on a rigorous and ongoing monitoring mechanism. Oversight is necessary to ensure that all program components—from dormitory management and aid distribution to curriculum implementation and family empowerment—are aligned with established objectives and adhere to established standards. A robust monitoring system also serves to detect problems early, such as misuse of funds, negligence in student services, or poor teaching quality. Without effective oversight, the program's quality can decline, and its impact on alleviating extreme poverty will be far from optimal.

The social impacts of the implementation of People's Schools require careful attention due to the risk of creating new social segregation based on economic status. Segregating children from extremely poor families into special education units has the potential to lead to social labeling, where they may be viewed as different or "less capable" than children from other economic groups. If not managed with an inclusive approach, this situation can reinforce social stigma and affect students' self-confidence. Furthermore, concentrating children from the lowest economic groups in one educational environment can create social distance between them and the general public, necessitating strong social integration mechanisms, such as collaborative programs with regular schools and community activities that value diversity.

From a psychological perspective, the boarding school system also presents its own challenges, particularly for young children who must be separated from their families for extended periods of time. This separation can trigger anxiety, emotional stress, and a sense of loss, especially for children who were previously emotionally dependent on their parents. Adapting to a new environment, strict rules, and communal living can be a psychological burden if not accompanied by adequate support. Therefore, the success of People's Schools in minimizing psychological impacts requires the support of professional counselors, child-friendly orientation programs, and intensive communication between the school and families to ensure children feel safe, accepted, and supported throughout their boarding education.

The quality of education in People's Schools faces quite complex challenges because the students admitted come from diverse educational backgrounds and academic abilities. Many of them have previously lacked access to adequate education, resulting in literacy and numeracy skills far below national standards. These differences in ability require teachers to conduct comprehensive initial assessments and implement differentiated learning methods that accommodate each student's individual learning needs. Without an adaptive approach, students with lower abilities risk being left behind, while students with higher abilities lack adequate challenges.

Conversely, People's Schools must ensure that the standard of education provided is at least equivalent to, or even better than, that of conventional schools. This presents a challenge, given that high-quality demands require a robust curriculum, professional teaching staff, adequate learning facilities, and a continuous evaluation system. Provision of facilities such as laboratories, technological devices, internet access, and textbooks is essential for optimal learning. Without this fulfillment, the risk of declining education quality will be greater and the main goal of breaking the chain of extreme poverty by improving the quality of human resources will not be achieved.

#### **D. CONCLUSION**

The People's School Program represents a strategic breakthrough by the government in an effort to break the chain of extreme poverty through a holistic, integrated, and empowerment-based educational approach. By providing free boarding school education,

complete facilities, character development, talent mapping, and health and social support for families, People's Schools are designed not only as educational institutions but also as centers for socio-economic intervention. This approach positions education as a tool for comprehensive transformation, providing young people from extremely poor families with equitable access and greater opportunities for social mobility. However, various challenges arise in its implementation, particularly related to the availability of quality human resources, sustainable funding, and the social and psychological impact on students. The limited number of competent and willing teachers in the boarding school system, the problem of teacher placement, and differences in learning methods are obstacles that require serious attention. Furthermore, long-term funding requires strong political commitment and strict oversight. Challenges related to social segregation and the psychological impact on children separated from their families also require a mature mitigation strategy to ensure the comfort and well-being of students. Furthermore, accurate targeting and valid data are also determining factors for the program's success. Data input errors and inaccuracies in determining potential recipients can result in inaccurate beneficiaries, so careful field verification and a multi-layered monitoring mechanism are required.

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