



Challenges and Opportunities of Community Schools in Buru Regency

Tri Kurnia Badu^{1*}, Suraya Mukadar¹

¹Universitas Iqra Buru, Namlea kabupaten Buru, Indonesia

*Korespondensi: trikurniabadu95@gmail.com

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Abstrak

Education inequality remains a major challenge in many disadvantaged and archipelagic regions of Indonesia, including Buru Regency. Limited access to formal schooling, socio-economic constraints, and inadequate infrastructure have encouraged the emergence of alternative education initiatives, one of which is Sekolah Rakyat. This study aims to examine community perspectives on Sekolah Rakyat and to assess the readiness of supporting infrastructure for its implementation in Buru Regency. The research employed a qualitative approach using a phenomenological method. Data were collected through open-ended interviews, direct observations, and documentation involving community leaders, educators, parents, local government officials, and representatives of the Education Office. Data analysis was conducted using the interactive model of Miles and Huberman, encompassing data reduction, data display, and conclusion drawing. The findings indicate that the community generally holds positive perceptions of Sekolah Rakyat as an inclusive and flexible alternative education model that addresses the needs of children from low-income families and those with limited access to formal education. Key supporting factors include affordability, cultural proximity, and strong community engagement. However, several challenges were also identified, particularly related to legal recognition, program sustainability, teacher competence, and infrastructure adequacy. The study also reveals that infrastructure readiness has shown positive progress, supported by land allocation, temporary facilities, and strong cross-sectoral coordination. In conclusion, Sekolah Rakyat has significant potential to promote educational equity in Buru Regency, provided that institutional support, policy integration, and sustainable infrastructure development are strengthened.

1. Introduction

Education is a fundamental right of every citizen and a primary foundation for the sustainable development of human resources. Numerous studies affirm that the quality of education has a direct correlation with levels of welfare, productivity, and a nation's social progress (UNESCO, 2021). Nevertheless, equitable access to and

quality of education remain serious challenges in many developing countries, including Indonesia. Educational disparities are generally more pronounced in remote and archipelagic regions, where geographical constraints, limited infrastructure, and inadequate public service support hinder the optimal delivery of education (World Bank, 2020).

In response to these conditions, the concept of *Sekolah Rakyat* (People's School) was initiated by the President of the Republic of Indonesia, Prabowo Subianto, as an innovative educational policy that prioritizes marginalized communities. *Sekolah Rakyat* is designed as a free education program aimed at reaching poor and socially excluded groups through a more flexible and contextual approach. This concept aligns with the principles of inclusive education, which emphasize social justice, equitable access, and recognition of learners' diverse backgrounds (Ainscow, 2020). Furthermore, *Sekolah Rakyat* is positioned as a community-based educational alternative that not only focuses on academic achievement but also fosters values of nationalism, self-reliance, and mutual cooperation. Community-based education approaches have been shown to be effective in enhancing community participation, curriculum relevance, and the sustainability of educational programs in disadvantaged areas (Tilaar, 2018). Therefore, the establishment of *Sekolah Rakyat* in Buru Regency not only offers opportunities to expand access to education but also serves as a strategic effort to strengthen educational equity and inclusive human development.

Previous studies indicate that alternative and community-based education plays a strategic role in expanding access to education for marginalized groups and disadvantaged regions. A study by Rose (2019) emphasizes that non-formal education is able to reach poor populations who are not served by the formal education system through flexible and contextual approaches. Research by Rogers and Street (2012) demonstrates that community-based learning enhances social participation and increases the relevance of learning materials to local community needs. In the Indonesian context, Suharto (2018) found that community-based education programs contribute significantly to strengthening social capital and empowering vulnerable groups. Furthermore, UNESCO (2021) highlights that inclusive education in disadvantaged areas requires integration between national policies and local initiatives to ensure sustainability. Tilaar (2019) reveals that educational inequality in archipelagic regions is closely associated with weak infrastructure and culturally insensitive approaches. An empirical study by Prasetyo and Widodo (2020) proves that community schools can increase the learning motivation of children from low-income families through social support and parental involvement. Meanwhile, Sen (2010), from a human development perspective, argues that alternative education is a crucial instrument for expanding individual capabilities and breaking the cycle of structural poverty.

The *Sekolah Rakyat* program represents a new milestone in efforts to promote educational equity while simultaneously alleviating poverty in Indonesia. Inclusive and equitable education is widely believed to be capable of breaking the cycle of intergenerational poverty by enhancing individual capacity and community competitiveness (Todaro & Smith, 2020). In the national context, education policies oriented toward vulnerable groups are crucial for addressing persistent disparities in access between urban areas and disadvantaged regions, including archipelagic areas such as Buru Regency (Kemendikbudristek, 2022). Therefore, an in-depth

examination of the social, cultural, and educational conditions of the Buru Regency community serves as a strategic foundation for formulating a contextualized implementation model of *Sekolah Rakyat*. Local socio-cultural characteristics, community values, and patterns of social relations strongly influence the acceptance and success of alternative education programs (Koentjaraningrat, 2015). Without an adequate understanding of the local context, education policies risk being unsustainable and receiving limited community support (Miles & Huberman, 2019).

This study aims to examine community perceptions of the existence of *Sekolah Rakyat* and to assess the readiness of social conditions and supporting infrastructure for its implementation in Buru Regency. Community perception is a key factor in determining the level of participation and the sustainability of community-based education programs (Creswell & Poth, 2018). In addition, infrastructure readiness, both physical and institutional, is a critical prerequisite to ensure that *Sekolah Rakyat* can operate effectively and optimally reach its intended target groups (UNDP, 2020). To address the challenges of limited access to formal education, community-based initiatives known as *Sekolah Rakyat* have emerged. *Sekolah Rakyat* represents a form of non-formal education initiated by communities, individuals, or non-governmental organizations to serve marginalized groups that are not adequately accommodated by the formal education system. Community-based non-formal education is considered capable of providing learning flexibility, ensuring the relevance of educational content to local needs, and strengthening collective community empowerment (Rogers, 2014). Accordingly, *Sekolah Rakyat* functions not only as an alternative learning space but also as an instrument of social empowerment and community transformation in Buru Regency.

Buru Regency, as a region characterized by an archipelagic geography and limited infrastructure, faces complex challenges in the provision of formal education. The limited availability of schools, the unequal distribution of teaching personnel, and the socio-economic conditions of communities predominantly composed of low-income groups are major factors contributing to low educational participation and persistence. Moreover, cultural aspects and local livelihood patterns influence perceptions of formal education, resulting in the suboptimal access of school-age children to educational services. *Sekolah Rakyat* in Buru Regency has begun to develop in several villages, including Namlea, Ubung, Waplau, Wamlana, and Waenetat. Its presence is expected to bridge educational gaps, particularly for children who are unable to access formal schooling. However, the operation of *Sekolah Rakyat* in these areas continues to face various challenges, such as the limited availability of teaching personnel, inadequate facilities and infrastructure, insufficient government support, and issues related to program sustainability. On the other hand, there are also significant opportunities that can be leveraged, including strong community solidarity and mutual cooperation, support from social institutions, and government policies that promote alternative education. This study aims to comprehensively describe the challenges and opportunities in the implementation of *Sekolah Rakyat* in Buru Regency, so that it may serve as a reference for the development of sustainable community-based education initiatives.

2. Methods

This study employs a qualitative approach using a phenomenological method aimed at gaining an in-depth understanding of the lived experiences, perspectives,

and expectations of the community regarding the planning and implementation of *Sekolah Rakyat*. The phenomenological approach is selected because it enables the exploration of subjective meanings directly experienced by participants, allowing the researcher to capture social realities as they are perceived and lived by the community. Through this approach, the study focuses on community perceptions, interpretations, and responses to the presence of *Sekolah Rakyat* as an alternative form of education that is expected to address local educational needs.

The study was conducted in three sub-districts covering five villages, namely Namlea Village, Ubung Village, Waenetat Village, Waplau Village, and Wamlana Village in Buru Regency, Maluku Province. The selection of these locations was based on considerations of the diversity of social and cultural conditions, as well as variations in access to education, which represent the characteristics of the research area. The research participants involved various stakeholders, including community leaders comprising traditional leaders, religious leaders, and youth leaders; teachers and education volunteers; parents of students; village officials; and representatives from the Buru Regency Education Office. The involvement of these diverse stakeholders is expected to provide comprehensive and balanced perspectives on the readiness and challenges associated with the planning of *Sekolah Rakyat* in Buru Regency.

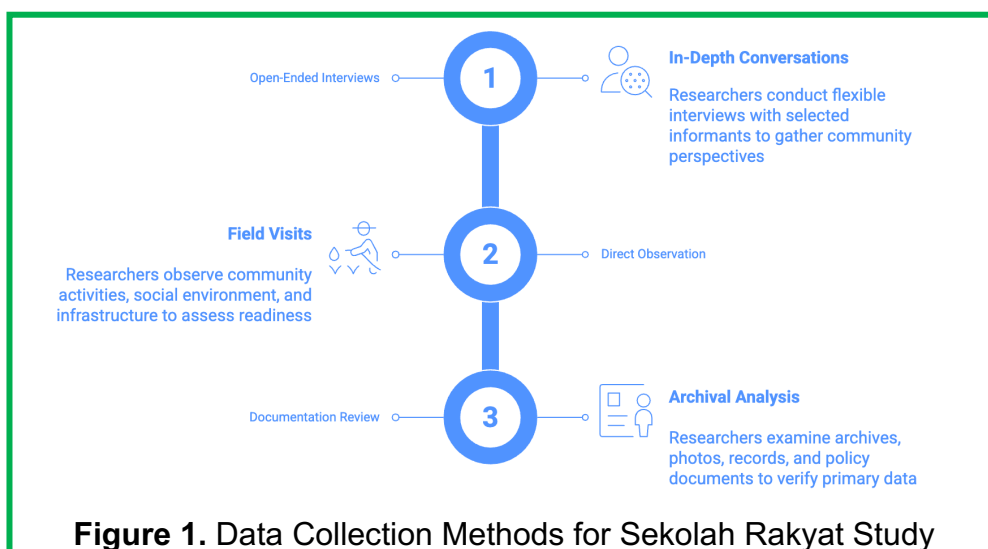


Figure 1. Data Collection Methods for Sekolah Rakyat Study

Data collection in this study was conducted through open-ended interviews with informants selected purposively to obtain in-depth and comprehensive information regarding community perspectives, experiences, and readiness for the implementation of *Sekolah Rakyat*. Open-ended interviews allowed the researcher to explore data flexibly in accordance with the context and evolving social dynamics in the field. In addition, direct observation was carried out to examine community activities, the social environment, and facilities and infrastructure that may support or hinder the implementation of *Sekolah Rakyat*. Documentation was used as supporting data, including archives, photographs, activity records, and relevant policy documents, to strengthen and verify the primary data obtained from interviews and observations.

The data analysis technique in this study employs the interactive analysis model proposed by Miles and Huberman. The analysis begins with data reduction, which involves selecting, focusing, and simplifying raw data obtained from the field

to ensure its relevance to the research objectives. The next stage is data display, presented in the form of descriptive narratives, matrices, or tables to facilitate the identification and interpretation of patterns, relationships, and key findings. The final stage is conclusion drawing and verification, which is conducted continuously throughout the research process to ensure the validity of the findings and to produce conclusions that are accurate and scientifically accountable.

3. Findings and Discussions

3.1 Findings

Community Perspectives on Sekolah Rakyat in Buru Regency

Community perspectives on Sekolah Rakyat in Buru Regency reflect diverse yet largely constructive responses. In general, the community holds a positive view of Sekolah Rakyat, as it is perceived as an alternative solution for expanding access to education for children from low-income families and those living in areas with limited access to formal education. The program is considered capable of providing more inclusive and flexible learning opportunities that are aligned with local needs. Nevertheless, some community members have also expressed concerns and challenges, particularly regarding program sustainability, the availability of competent educators, the clarity of legal status, and the adequacy of facilities and infrastructure. At the same time, the community places high expectations on Sekolah Rakyat to be managed professionally, supported continuously by both the government and the community, and able to produce graduates who possess sound knowledge, practical skills, and strong character, thereby contributing to social development and improving the overall quality of life in Buru Regency.

Based on interviews conducted with a number of informants, the majority of community members in Waemangit, Waplau, Ubung, Namlea, and Waenetat Villages in Buru Regency expressed positive attitudes and strong support for the existence of Sekolah Rakyat. This support arises from the perception that Sekolah Rakyat is able to address the educational needs of the community, particularly for low-income groups and children who face limited access to formal education. The community perceives that Sekolah Rakyat not only expands learning opportunities but also provides a learning environment that is closely connected to local social and cultural life, making it more acceptable and allowing its benefits to be directly experienced.

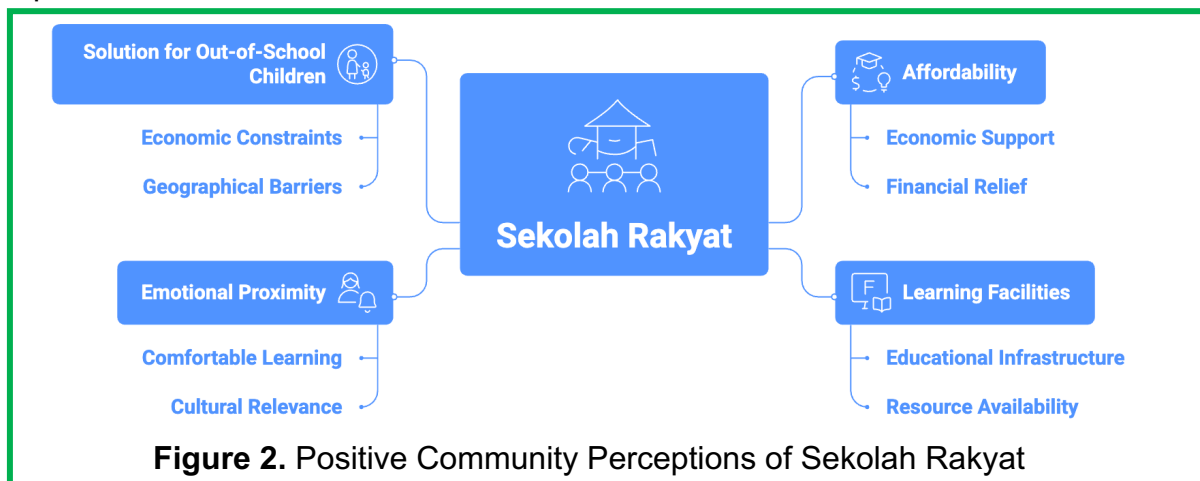


Figure 2. Positive Community Perceptions of Sekolah Rakyat

The figure illustrates the key dimensions of positive community perceptions toward *Sekolah Rakyat* as an alternative educational initiative. At the center of the diagram, *Sekolah Rakyat* is positioned as a unifying educational space that responds directly to the needs of marginalized communities. One prominent perception highlighted is its role as a solution for out-of-school children, particularly those affected by economic constraints and geographical barriers. By eliminating tuition fees and bringing learning opportunities closer to communities, *Sekolah Rakyat* is perceived as an effective mechanism for reintegrating children who were previously excluded from formal education systems. In addition, the figure emphasizes three other interconnected positive aspects: affordability, learning facilities, and emotional proximity. Affordability reflects the financial relief provided to low-income families through free education and economic support. The availability of learning facilities underscores the provision of essential educational infrastructure and resources that support the learning process. Meanwhile, emotional proximity highlights the cultural relevance and comfort created when educators come from the local community, fostering trust and stronger social bonds. Collectively, these dimensions demonstrate that *Sekolah Rakyat* is not only valued as a learning institution but also as a community-based empowerment model that aligns education with local socio-cultural realities.

Although community support for *Sekolah Rakyat* in Buru Regency is relatively strong, interview findings indicate that several concerns and challenges are still perceived by the community. These concerns are primarily related to institutional aspects, program sustainability, and assurances of educational quality. Such conditions lead some parents and stakeholders to adopt a more cautious stance in fully entrusting their children's education to *Sekolah Rakyat*, even though, at the conceptual level, the program is regarded as beneficial and highly needed by the community.



Figure 3. Unveiling Challenges of Sekolah Rakyat in Buru Regency

The figure illustrates the main challenges faced by *Sekolah Rakyat* in Buru Regency, highlighting key structural and operational issues that influence the effectiveness and sustainability of the program. At the core of these challenges is the issue of legal status and recognition, particularly concerning the equivalency of certificates and the formal acknowledgment of graduates within the national education system. This challenge directly affects public trust and parental

confidence, as legal certainty is essential for ensuring that learners’ educational outcomes are recognized and can be continued to higher levels of education. In addition, the figure emphasizes challenges related to operational sustainability, teaching personnel, facilities and infrastructure, and coordination with stakeholders. The reliance on voluntary funding and human resources raises concerns about long-term program continuity. Limitations in the availability and competence of educators, along with inadequate learning facilities, further constrain the quality of educational services provided. Moreover, weak coordination with government institutions and other stakeholders hinders the integration of *Sekolah Rakyat* into the regional education framework. Collectively, these challenges indicate that strengthening institutional support, improving resource allocation, and enhancing multi-stakeholder collaboration are crucial steps toward ensuring the sustainable development of *Sekolah Rakyat* in Buru Regency.

As part of future aspirations, communities in Buru Regency place high expectations on the sustainability and further development of *Sekolah Rakyat* as an inclusive educational solution. Based on interview findings, the community hopes that *Sekolah Rakyat* will not merely exist as a community initiative but will also receive clear support and formal recognition from the local government, thereby ensuring legal certainty and long-term program sustainability. In addition, the community expects *Sekolah Rakyat* to be realized and developed optimally in the near future so that low-income groups can promptly access decent educational facilities, while also fostering a generation that is knowledgeable, possesses strong character, and is capable of improving the overall quality of life of the community in the future.



Figure 4. Community Expectations for Sekolah Rakyat

The figure illustrates the main expectations of the community toward *Sekolah Rakyat* in Buru Regency, emphasizing the need for strong institutional support and practical implementation. One of the primary expectations highlighted is formal support and recognition from the local government through clear regulations, guidance, and policy facilitation. Such support is considered essential to provide legal certainty and strengthen the institutional foundation of *Sekolah Rakyat*. In addition, the community expects the acceleration of realization so that the program can be implemented promptly and its benefits can be directly felt by the community, particularly by low-income families who urgently need accessible educational services. Furthermore, the figure underscores expectations related to adequate facilities, quality development, and the reduction of educational disparities. The provision of sufficient learning facilities and infrastructure is seen as a prerequisite for ensuring a conducive and effective learning environment. The community also

aspires for Sekolah Rakyat to be developed as a high-quality alternative education model, supported by a relevant curriculum and competent teaching personnel. Ultimately, these expectations reflect the community's hope that Sekolah Rakyat will play a strategic role in reducing disparities in access to education, reaching disadvantaged families, and nurturing a competitive generation capable of contributing positively to regional development.

Infrastructure Availability

Based on interviews conducted by the researcher with officials from the Buru Regency Education Office, the development of *Sekolah Rakyat* has currently entered the planning and community socialization stages. The *Sekolah Rakyat* program is viewed as a strategic government intervention aimed at expanding access to education for children from underprivileged families and vulnerable groups in remote areas. Field findings indicate that the local government demonstrates a strong commitment to supporting the implementation of *Sekolah Rakyat*, not only at the policy level but also in technical aspects related to infrastructure readiness and cross-sectoral synergy.

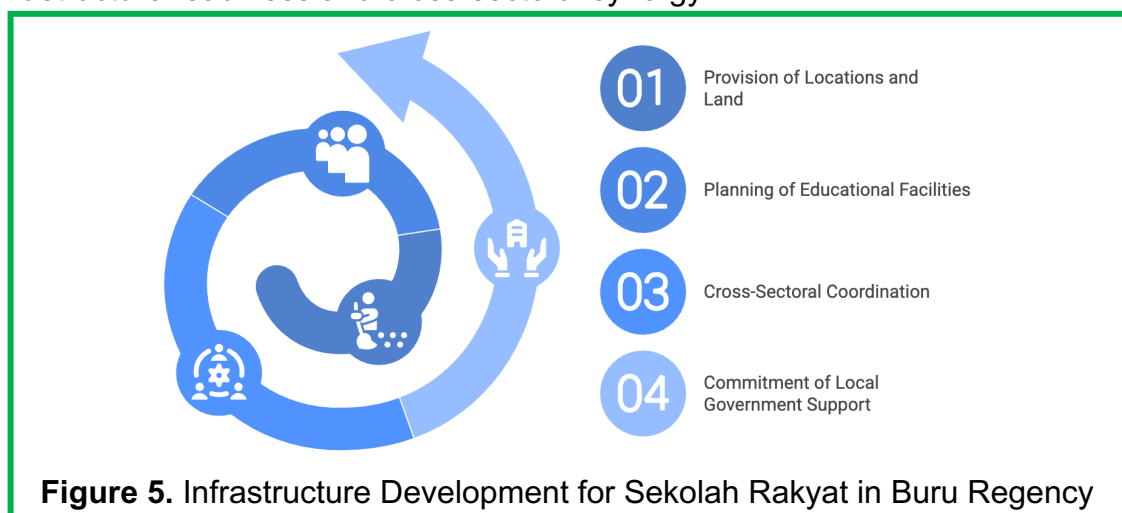


Figure 5. Infrastructure Development for Sekolah Rakyat in Buru Regency

The figure illustrates the key components of infrastructure development for *Sekolah Rakyat* in Buru Regency as a systematic and interrelated process. The first component emphasizes the provision of locations and land, which reflects the readiness of the local government to allocate strategic sites to ensure the sustainable establishment of *Sekolah Rakyat*. This step is fundamental, as the availability of legally and spatially appropriate land serves as the basis for long-term infrastructure development and guarantees accessibility for communities, particularly those living in remote and disadvantaged areas. Furthermore, the figure highlights the importance of planning educational facilities, cross-sectoral coordination, and commitment from local government support as integral elements of successful implementation. Proper planning of educational facilities ensures that learning spaces, supporting infrastructure, and a safe learning environment are adequately prepared to support quality education. Cross-sectoral coordination among the Education Office, village administrations, and other stakeholders strengthens synergy in development and management processes. Meanwhile, strong local government commitment, manifested through policy support, facilitation, and technical assistance, underscores the role of the state in ensuring that *Sekolah*

Rakyat can be realized promptly and function optimally as an inclusive and sustainable educational alternative in Buru Regency.

The Buru Regency Government has designated the location for the construction of *Sekolah Rakyat* in Ubung Village, Namlea Sub-district, Buru Regency. The recruitment process and the implementation of teaching and learning activities are planned to commence in the 2025/2026 academic year. In the interim, a temporary building located at SMP Negeri 14 in Lala Village, Namlea Sub-district, Buru Regency, will be utilized. The use of this temporary facility represents a strategic step to ensure that the *Sekolah Rakyat* program can begin operating promptly while awaiting the completion of the permanent school building. In terms of land provision, the Buru Regency Government has allocated approximately 7–10 hectares of government-owned land in Ubung Village, Namlea Sub-district, Buru Regency. This land is intended for the development of an integrated school complex, including classroom buildings, dormitories, places of worship, a canteen, student activity spaces, and sports facilities such as a football field. In addition, students of *Sekolah Rakyat* will receive comprehensive support, including clothing, meals, and school necessities, all facilitated by the government. The Ministry of Social Affairs and the Maluku Provincial Government have stipulated that a minimum land area of 7–10 hectares is required for *Sekolah Rakyat* to adequately accommodate all supporting educational facilities.

Coordination between the local government and relevant agencies has been carried out intensively. Technical teams from the Ministry of Social Affairs and the Maluku Provincial Public Works and Spatial Planning Agency (PUPR) have conducted site visits to assess land readiness and basic infrastructure. These visits involved representatives from the Regency Social Affairs Office, the Education Office, the Regional Development Planning Agency (Bappeda), the Finance Office, and other relevant local government units. This process reflects strong inter-agency synergy in formulating a well-measured and sustainable development plan. Furthermore, the recruitment of teaching personnel will be conducted through a rigorous selection process, including competency assessments, to ensure that qualified teachers are appointed to teach at *Sekolah Rakyat*. This is considered a highly positive measure to guarantee high-quality learning for students. Regarding the curriculum, interviews with informants indicate that *Sekolah Rakyat* will adopt the same curriculum used in formal schools. Overall, the readiness of infrastructure for the implementation of *Sekolah Rakyat* in Buru Regency demonstrates positive progress. Efforts in land provision, physical facilities, and inter-institutional collaboration indicate sufficient preparedness to implement the program sustainably. With full support from all stakeholders, *Sekolah Rakyat* is expected to become an effective alternative solution for promoting educational equity, particularly in Buru Regency.

3.2 Discussions

The findings of this study indicate that community perceptions of *Sekolah Rakyat* in Buru Regency are predominantly positive and supportive, reflecting a strong local demand for alternative and inclusive educational pathways. The community views *Sekolah Rakyat* as a realistic solution to long-standing educational access problems, particularly for children from low-income families and those living in geographically isolated areas. The positive perceptions identified, such as affordability, cultural and emotional proximity, adequate learning support, and its role

in accommodating out-of-school children demonstrate that *Sekolah Rakyat* aligns closely with local socio-cultural contexts and everyday community realities. This alignment strengthens community acceptance and encourages participation, which is a critical factor in the success of community-based education initiatives. However, alongside this positive reception, the study also reveals substantive concerns that shape a more cautious stance among some parents and stakeholders. Issues related to legal recognition, sustainability of funding, availability and competence of teaching personnel, and adequacy of facilities remain central challenges. These concerns suggest that while *Sekolah Rakyat* is socially accepted and normatively supported, its institutional foundation still requires reinforcement. Without clear legal status, stable operational support, and integration into the regional education system, community trust may remain conditional. The coexistence of strong support and persistent concerns highlights that community endorsement alone is insufficient; it must be accompanied by structural and policy-level interventions to ensure long-term viability and educational quality.

Community expectations further emphasize the strategic role of government involvement in transforming *Sekolah Rakyat* from a grassroots initiative into a sustainable alternative education model. The demand for formal recognition, accelerated implementation, adequate infrastructure, and quality assurance reflects a collective aspiration for educational equity and social mobility. These expectations illustrate that the community does not merely seek access to education, but also aspires to meaningful educational outcomes that enhance human capital and regional development. Consequently, *Sekolah Rakyat* is positioned not only as a learning space but also as a vehicle for social empowerment and intergenerational change in Buru Regency. The results of this study are consistent with previous research emphasizing the effectiveness of community-based and alternative education in addressing educational inequality. Ainscow (2020) argues that inclusive education initiatives rooted in local contexts are more likely to respond to the diverse needs of marginalized learners. Similarly, Rogers (2014) highlights that non-formal, community-based education offers flexibility and relevance that formal systems often fail to provide for disadvantaged groups. Furthermore, Sen's (2010) human development perspective underscores that expanding access to meaningful education is essential for enhancing individual capabilities and breaking cycles of structural poverty. In this regard, *Sekolah Rakyat* in Buru Regency reflects these theoretical perspectives, demonstrating that community-supported alternative education can serve as a powerful instrument for inclusive development when accompanied by strong institutional support and policy integration.

The findings of this study indicate that the availability and readiness of infrastructure for *Sekolah Rakyat* in Buru Regency have shown encouraging progress. The planning and socialization stages currently underway demonstrate that infrastructure development is being approached systematically and strategically. The allocation of land in Ubung Village and the temporary use of existing facilities at SMP Negeri 14 reflect pragmatic policy decisions aimed at ensuring the program can begin operating without delay. These measures indicate that the local government recognizes infrastructure as a foundational element in guaranteeing accessibility, continuity, and equity in education, particularly for children from underprivileged and vulnerable communities in remote areas. Moreover, the integrated approach to infrastructure development—encompassing permanent

school buildings, dormitories, places of worship, student activity spaces, and sports facilities—highlights a comprehensive vision of education that extends beyond academic instruction. The provision of basic student needs such as clothing, meals, and learning materials further strengthens the enabling environment for effective learning. Intensive cross-sectoral coordination involving the Education Office, Social Affairs Office, Bappeda, PUPR, and other relevant institutions reflects strong governance capacity and institutional synergy. This collaboration not only supports physical infrastructure readiness but also enhances program sustainability through shared responsibility and coordinated planning.

In addition to physical infrastructure, the study reveals that institutional preparedness is being reinforced through careful planning of human resources and curriculum implementation. The adoption of the formal school curriculum ensures academic equivalence and strengthens public trust in *Sekolah Rakyat* as a legitimate alternative education pathway. The planned recruitment of teaching personnel through rigorous competency assessments represents a critical quality assurance mechanism, ensuring that instructional standards are maintained. Collectively, these findings suggest that infrastructure readiness in Buru Regency is not limited to physical assets alone, but also encompasses institutional, human, and policy dimensions essential for the long-term success of *Sekolah Rakyat*.

The findings of this study are consistent with previous research emphasizing the importance of infrastructure and institutional readiness in the success of inclusive and alternative education programs. The World Bank (2020) highlights that adequate educational infrastructure and coordinated governance are key determinants of access and quality in disadvantaged regions. Similarly, UNDP (2020) underscores that cross-sectoral collaboration and state commitment are essential for sustaining education programs targeting vulnerable populations. Furthermore, Tilaar (2018) argues that community-based education initiatives require strong government facilitation and infrastructure support to ensure legitimacy, continuity, and social impact. In this context, the infrastructure development of *Sekolah Rakyat* in Buru Regency reflects these perspectives, demonstrating that strategic planning, resource allocation, and inter-institutional synergy are critical foundations for achieving educational equity.

4. Conclusion

Based on the findings of this study, it can be concluded that *Sekolah Rakyat* in Buru Regency is widely perceived by the community as a relevant and much-needed alternative educational solution, particularly for children from low-income families and those living in areas with limited access to formal education. Community perceptions tend to be positive, as *Sekolah Rakyat* is considered capable of providing inclusive, flexible, and culturally relevant learning opportunities. At the same time, the study reveals that public support is accompanied by critical concerns related to legal recognition, program sustainability, educational quality, and the availability of competent educators. These findings indicate that while social acceptance of *Sekolah Rakyat* is strong, the long-term success of the program depends on strengthening its institutional framework and ensuring consistent policy support. Furthermore, the study concludes that the readiness of infrastructure for implementing *Sekolah Rakyat* in Buru Regency has shown promising progress. The allocation of land, utilization of temporary facilities, integrated planning of educational infrastructure, and strong cross-sectoral coordination reflect the local government's

commitment to ensuring the program's sustainability. The planned recruitment of qualified teachers and the adoption of a formal-equivalent curriculum further reinforce the credibility of *Sekolah Rakyat* as an alternative education pathway. Overall, with continued collaboration among government agencies, communities, and other stakeholders, *Sekolah Rakyat* has the potential to become a strategic instrument for promoting educational equity, reducing social disparities, and supporting inclusive human development in Buru Regency.

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