

---

**HDC: Journal of Human Development and Community Empowerment**

Volume 1 Number 1 February 2026

Journal Email: [hdc.ejournal@gmail.com](mailto:hdc.ejournal@gmail.com)

Website Journal: <https://ejournal.stdiis.ac.id/index.php/hdc>



---

**MEDIA CONSTRUCTION OF PUBLIC SCHOOLS AS INSTRUMENTS  
OF SOCIAL WELFARE: A NATIONAL ONLINE MEDIA FRAMING  
ANALYSIS**

Mohammad Sofyan

<sup>1\*</sup> Universitas Merdeka Madiun, Madiun, Indonesia,  
Email: [msofyan@unmer-madiun.ac.id](mailto:msofyan@unmer-madiun.ac.id)

\*Koresponden penulis

---

**Info Artikel**

Submitted: 2026-01-14

Accepted: 2026-01-27

Published: 2026-02-28

Keywords:

People's School; social welfare policy; media framing; poverty alleviation; education

---

**Abstract**

*Sekolah Rakyat has emerged in policy discourse and national online media coverage as an alternative approach associated with efforts to enhance social welfare. This study aims to analyze how Sekolah Rakyat is constructed as a social welfare instrument within policy narratives and the framing of national online media. Employing a qualitative approach, the study utilizes secondary data consisting of public policy documents and national online media articles. A total of 25 news articles published between January 2025 and January 2026 from CNN Indonesia, Kompas.com, Antara News, Tempo.co, and Metro TV News were analyzed using qualitative content analysis and thematic analysis. The findings indicate that Sekolah Rakyat is predominantly framed as a policy instrument that integrates education with poverty alleviation, equitable access to education, and human development agendas. Mainstream media tend to present affirmative framing that emphasizes the state's commitment to protecting poor and vulnerable groups through education, while some media adopt a more critical perspective by highlighting challenges related to implementation and program sustainability. Comparison with policy documents reveals differences in emphasis, as policies are articulated in a more technocratic and normative manner, whereas media narratives are more dynamic in shaping public meaning. This study highlights the strategic role of national online media in shaping public perceptions and legitimizing Sekolah Rakyat as a social welfare instrument.*

---

**INTRODUCTION**

In the context of human development in Indonesia, social welfare cannot be separated from various structural issues that persist to this day. While economic poverty is the most frequently highlighted aspect, other equally important issues exist, such as unequal access to education, varying levels of human resource quality across regions, and the social vulnerability of poor and vulnerable groups. Therefore, a modern social welfare approach

emphasizes that meeting basic needs must go hand in hand with strengthening individual and community capacity, so that welfare does not stop at short-term assistance but contributes to the sustainability of society's social functioning (Midgley, 2014; UNDP, 2022)

Within this framework, education is understood as a strategic instrument of social welfare because it plays a crucial role in enhancing capabilities, expanding socio-economic opportunities, and breaking the intergenerational transmission of poverty. The capability approach perspective emphasizes that access to education is a key prerequisite for improving substantive freedom and the quality of life (Sen, 2000). Numerous studies also show that inclusive education policies significantly contribute to reducing inequality and improving social welfare, particularly for the poor and vulnerable (Todaro & Smith, 2022).

The emergence of the People's School in policy circles and public discourse is inextricably linked to the issue of access to education for poor and vulnerable groups. This program has been widely discussed in national online media reports as a response to the limitations of formal schools in reaching children living in marginalized socio-economic conditions. National online media reports often portray the People's School as a social intervention instrument that integrates aspects of education, social protection, and community empowerment. In various media reports and policy documents, the People's School is not understood simply as an alternative education program, but rather as an instrument integrated with social welfare strategies.

However, the construction of the meaning of the People's School as a social welfare instrument within policy discourse and the media has rarely been systematically examined in academic research. Most existing studies focus more on the pedagogical, managerial, or technical aspects of alternative education implementation, while the social welfare dimension and its public policy framing have not been analyzed in depth (Suharto, 2005). Yet, national online media plays a strategic role in shaping public perception, producing policy narratives, and influencing the social legitimacy of a program (Entman, 1993).

Secondary data-based research, particularly through analysis of policy documents and national online media publications, is crucial for understanding the role of the People's School (Sekolah Rakyat) as constructed within the social welfare discourse. Media coverage not only conveys policy information but also helps construct meaning about the relationship between the state, society, and target groups through the way these issues are framed and presented to the public. Therefore, qualitative analysis of media narratives and policy documents allows researchers to identify the themes, framing, and social welfare orientation inherent in the People's School policy.

Based on this background, this study aims to examine how the People's School (Sekolah Rakyat) is constructed as a social welfare instrument within national policy discourse and online media. This study uses a qualitative approach, utilizing secondary data sourced from policy documents and credible national online media publications. The

results are expected to provide conceptual contributions to the study of social welfare and education policy, as well as serve as an academic reference in understanding the role of media in shaping social welfare policy discourse in Indonesia.

## IMPLEMENTATION METHOD

This study uses a qualitative approach to understand how the People's School is constructed as a social welfare instrument in policy discourse and national online media coverage. A qualitative approach was chosen because it allows researchers to explore the meanings, narratives, and policy framing processes that develop within the texts, allowing for a contextual and in-depth analysis of the dynamics of the social welfare discourse (Creswell, 2019; Bowen, 2009). The focus of the study is directed at the representation of the People's School in media texts and policy documents, rather than on empirically measuring the program's impact.

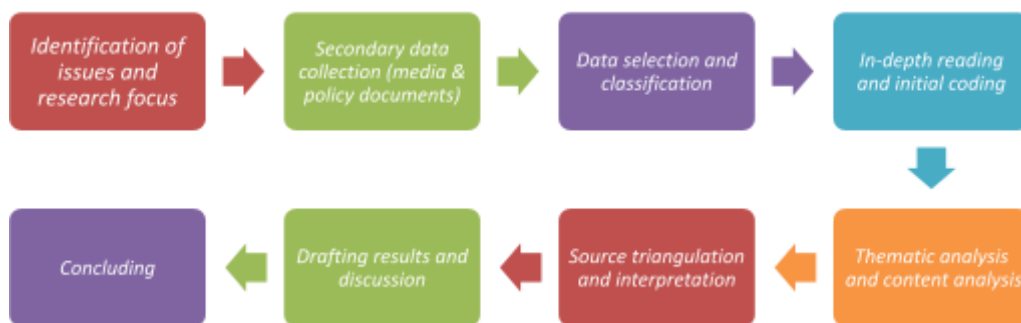


Figure 1. Research Flow

The research data were sourced from secondary sources, consisting of public policy documents and national online media articles. The policy documents included national development planning documents and sectoral policies that explicitly included education and social welfare agendas related to the People's School. Meanwhile, media data were obtained from news articles published by mainstream national online media outlets, namely CNN Indonesia, Kompas.com, Antara News, Tempo.co, and Metro TV News. These media outlets were selected purposively, considering their reputation, national reach, and role in shaping public opinion and policy discourse in Indonesia (McCombs, 2014).

A total of 25 news articles were analyzed in this study. These articles were published between January 2025 and January 2026, the period when the People's School issue began to gain widespread attention in the policy space and national online media coverage. The timeframe was limited to maintain consistency in the policy context and the interconnectedness of the analyzed narratives (Neuendorf, 2017). Media data were selected using inclusion criteria, namely articles that substantively discussed People's Schools and

---

related them to issues of education, poverty, or social welfare. Articles containing personal opinions without policy references, short news stories that did not contain substantive narratives, and articles irrelevant to the research focus were excluded from the analysis.

Data collection was conducted through a systematic search of the official pages of each media outlet and government website using the keywords “People’s School,” “social welfare,” “alternative education,” and “poverty alleviation.” A keyword-based search strategy was used to ensure transparency and repeatability of the data collection process in document-based qualitative research (Bowen, 2009).

Data analysis was conducted through qualitative content analysis and thematic analysis. Content analysis was used to identify narrative patterns and framing tendencies in media texts and policy documents, while thematic analysis was used to group key themes representing the social welfare orientation attached to the People’s School (Krippendoff, 2019; Braun & Clark, 2006). The analysis process began with a thorough reading of the entire text, followed by initial coding to identify key themes and grouping themes based on similarities in meaning and narrative. The next stage was interpreting the meaning to understand how the People’s School was positioned within the social welfare discourse through media coverage and policy documents.

To strengthen the validity of the findings, this study applied source triangulation by comparing narratives appearing in media reports, policy documents, and relevant academic literature. Triangulation was conducted to ensure that the resulting interpretations were independent of a single data source and reflected the consistency of the analyzed discourse (Creswell, 2019). In this analysis, the social welfare indicators used included poverty alleviation, equitable access to education, increased individual capabilities, and reduced social vulnerability. These indicators served as an analytical framework to assess the social welfare orientation attached to the People’s School, in line with the social development perspective and capability approach, which positions education as a primary instrument for improving sustainable welfare (Sen, 2000; Midgley, 2014).

## **RESULTS AND DISCUSSION**

Analysis of national online media coverage and policy documents shows that People’s Schools are consistently constructed as a policy instrument oriented towards social welfare, although with varying emphases and perspectives.

The People’s School program emerged in the public policy space as a response to the structural issues of poverty and unequal access to education. In various national news reports, the idea of establishing People’s Schools was linked to the government’s commitment to expanding learning opportunities for the poor and extreme poor, so that education would no longer be the exclusive right of certain economic groups. This idea then gained formal legitimacy through Presidential Instruction Number 8 of 2025 concerning the acceleration of extreme poverty alleviation and Minister of Social Affairs Decree

Number 49/HUK/2025 concerning the formation of a formator team for the implementation of People’s Schools. These two policies demonstrate that the program does not stand alone as an educational project, but rather is part of a national strategy that positions education as a primary instrument for improving social welfare (Presiden Republik Indonesia, 2025; Kementerian Sosial Republik Indonesia, 2025a).

**Table 1. Summary of Findings of Media and Policy Analysis on People’s Schools**

No	Main Theme	Media/Policy Framing	Meaning of Social Welfare
1	The birth of the People’s School idea (kompas.com, 2025)	Education for the poor as a political promise realized	Access to education as a tool for social mobility
2	Initial government idea submission (kemensos.go.id, 2025)	The program is designed as a state intervention for vulnerable groups.	The state is present as a social protector
3	Legal basis and regulations (bpk.go.id, 2025)	The program was legitimized through Presidential Instruction No. 8/2025	Welfare guarantees through formal policies
4	The goal of eradicating extreme poverty (kompas.com, 2025) (kompas.com, 2025)	Education is positioned as a tool to end poverty across generations.	Education as a long-term social investment
5	Format boarding school (tempo.co, 2025)	School as a total development space (learning, living, character)	Fulfillment of the basic needs of poor children in an integrated manner
6	Kurikulum multi entry–multi exit (kompas.com, 2025)	Flexibility of learning systems for vulnerable students	Inclusive and adaptive education
7	Inauguration of 166 schools (cnnindonesia, 2026)	Commitment to equal national education	Equal opportunity as social justice
8	Target 500 schools by 2029 (cnnindonesia.com, 2026)	Program expansion as a long-term national strategy	Expanding the reach of social protection
9	Starting operations July–October 2025 (bbc.com, 2025)	Gradual implementation shows the seriousness of the policy	Real access to education for poor families
10	Admission of ±15,954 students (metrotvnews.com, 2026)	Focus on poor and extreme poor groups	Education as rights-based social assistance
11	Recruitment of teachers and education personnel (tempo.co, 2025)	HR challenges in large national programs	Service quality determines the impact on welfare
12	Second phase expansion (antaranews.com, 2025)	Expansion of affirmative-based educational infrastructure	Increasing the reach of social programs
13	Dormitory facilities and life (metrotvnews.com, 2026)	School as a character-building environment	Holistic well-being: education, nutrition, discipline
14	Icon of the President’s priority program (Purwowidhu, 2025)	Symbol of siding with the poor	The state as the main actor in welfare
15	Visit of President & officials (cnnindonesia, 2026; observerid, 2026)	Political legitimacy and direct support	Strengthening public trust
16	Prevention of bullying & violence (kpai.go.id, 2025)	Emphasis on child protection in the boarding system	Security as part of well-being
17	The debate on effectiveness and sustainability (kompas.id, 2025)	Criticism of funding and quality of education	Well-being is measured by long-term impacts
18	ASN recruitment hoax (komdigi.go.id, 2026)	Government clarification on digital fraud	Protection of the public from information exploitation
19	Teacher vacancy hoax (rri.co.id, 2025)	Abuse of programs for phishing	Job seekers’ vulnerability to fraud

No	Main Theme	Media/Policy Framing	Meaning of Social Welfare
20	Digital fraud patterns (Pradana, Basir, & Nita, 2024)	Popular programs become targets of hoaxes	Digital literacy as part of social protection
21	The impact of hoaxes on the program's image (tempo.co, 2025)	Disinformation reduces public trust	Public trust as social capital
22	Profile of extremely poor students (Hakim, 2025)	Personal stories as evidence of the program's impact	Education opens up social mobility
23	Impact on the family (Budiono, 2025)	Children live in dormitories, parents focus on work	Indirect economic effects on families
24	Student adaptation in the dormitory (Hikmia, 2025)	New psychological and disciplinary challenges	Student psychosocial well-being
25	Long-term Evaluation (Aurel & Naomi, 2025)	Reflections on the future of social mobility of graduates	Indicator of success: poverty reduction

In media coverage, the People's School program is portrayed as a form of state intervention designed to reach the most vulnerable groups. The emerging narrative positions education as a pathway to social mobility believed to be able to break the chain of poverty across generations. Access to more appropriate education, adequate facilities, and a conducive learning environment is expected to strengthen the position of children from poor families so they have better opportunities for life in the future (kompas.com, 2025). The emphasis on education's function as a tool for social change demonstrates that this policy is oriented not only toward improving academic achievement but also toward developing a broader quality of life.

The program's design, which adopts a boarding system, has become one of the most frequently highlighted aspects. Unlike public schools, the People's School is designed as an integrated educational environment where students not only study but also live and undergo character development. This model allows for a more intensive educational process while also providing space for meeting basic needs such as housing, food, and social development. In various reports, the boarding format is understood as an effort to create a stable and controlled environment for students who may previously have faced limited learning facilities at home (tempo.co, 2025).

The curriculum used still refers to the national curriculum, but is equipped with flexible learning paths through an approach. *multi entry–multi exit* This approach provides

opportunities for students with diverse educational backgrounds to continue learning according to their circumstances. The media view this flexibility as a form of adaptation of the education system to the social realities of the target group, ensuring that education is not rigid and remains inclusive for those who have previously dropped out of school or experienced limited access (kompas.com, 2025).

In the implementation phase, the inauguration of hundreds of People's Schools (Sekolah Rakyat) across various provinces demonstrates the program's national design. The government emphasizes equity as its primary goal, hoping these schools will reach areas that have previously experienced limited access to education. Several news reports also highlight the target of expanding construction to hundreds of units within the next few years, illustrating the program's positioning as a medium- to long-term policy (kemensos.go.id, 2025; cnnindonesia.com, 2026).

The gradual commencement of school operations in mid-2025 demonstrates that policy implementation is being carried out simultaneously across multiple regions. In this process, thousands of students from low-income families have been accepted at various levels of education. This data reinforces the narrative that the program directly targets the neediest groups, thus having a strong affirmative dimension (bbc.com, 2025; metrotvnews, 2026; antaranews.com, 2025). Furthermore, the recruitment of thousands of teachers and educational staff to support school operations is also a concern, as the quality of human resources will significantly determine the success of the educational process (tempo.co, 2025).

In the context of politics and public policy, People's Schools are often positioned as a symbol of the government's priority programs. Reports of visits by the President and state officials to various school locations demonstrate how this program is linked to the state's commitment to reducing poverty through education. This narrative strengthens the policy's

legitimacy and builds public trust in the government's commitment to addressing vulnerable groups (kompas.com, 2025; tempo.co, 2025).

On the other hand, attention to child protection aspects is also an important part of media framing. In several official statements covered by the media, the government emphasized that the dormitory environment must be free from violence, *bullying* and violence, given that students live in a single area with intensive supervision. This demonstrates that the program's success is measured not only in academic terms, but also in the safety and comfort of the learning environment (cnnindonesia, 2026; kpai.go.id, 2025).

However, not all news coverage was affirmative. Several opinion pieces raised questions about the program's long-term effectiveness, particularly regarding the sustainability of funding, the preparedness of educators, and the future of graduates after completing their education. This discourse demonstrates that the People's School is in a dynamic public evaluation space, where policies are not only praised but also tested for their impact and sustainability (kompas.id, 2025).

The program's popularity has also led to a surge in hoaxes and disinformation. Some irresponsible parties have exploited the name of Sekolah Rakyat to spread false information about civil servant recruitment and teacher vacancies. The government, through official channels, has issued clarifications to prevent the public from falling victim to digital fraud. Fact-checking channels from various media outlets have also identified fraudulent patterns that exploit major government programs as bait to attract public attention (komdigi.go.id, 2026; rri.co.id, 2025; Pradana, Basir, & Nita, 2024). This phenomenon demonstrates that public communication is a crucial part of social policy implementation, especially when programs have high public exposure.

From a social perspective, coverage *human interest* Many feature stories of students from extremely poor families who previously had limited access to education. These stories demonstrate how the People's School provides new opportunities for children to receive a

more adequate education. This program not only impacts the students but also brings change to families. Parents can focus more on work because their children's educational and housing needs are covered by the school, indirectly impacting the household's economy (antaranews.com, 2025; antaranews, 2026; Hakim, 2025).

However, dormitory life also presents its own challenges. Some students must adapt to new disciplines, a different environment, and distance from their families. The media have highlighted the important role of teachers and mentors in helping students adjust, both emotionally and socially. This emphasizes that educational success is determined not only by facilities but also by adequate psychosocial support (metrotvnews.com, 2026; Budiono, 2025; Hikmia, 2025).

In long-term reflection, several news reports position the People's School as a policy whose impact cannot be measured immediately. The program's success will be seen in the coming years, particularly through increased social mobility for graduates, access to further education, and better job opportunities. Therefore, the People's School is understood not merely as an educational program, but as a social investment aimed at creating structural change in the lives of poor communities (Purwowidhu, 2025; Aurel & Naomi, 2025).

Overall, media coverage portrays the People's School as a social policy with educational, economic, and political dimensions. The program is positioned as a form of state intervention to expand the life opportunities of vulnerable groups through more inclusive education. On the one hand, the emerging narrative demonstrates optimism about the program's potential to break the cycle of poverty. On the other hand, there is room for criticism and evaluation, demanding that implementation be consistent, sustainable, and oriented toward long-term impact.

## **CONCLUSION**

This research shows that the People's School program is constructed within policy discourse and national online media coverage as a social welfare instrument that extends beyond its educational function. In various media narratives, the program is positioned as part of the state's strategy to address issues of poverty, unequal access to education, and human development, albeit with varying framings. While some media outlets present affirmative framings emphasizing poverty alleviation and equal access to education, others present critical narratives regarding the challenges of policy implementation and sustainability.

The implications of these findings suggest that the media plays a strategic role in shaping public perception and the legitimacy of social welfare policies. Therefore, the formulation and communication of the People's School policy must pay attention to narrative consistency between normative objectives and the reality of implementation so that the program is not only symbolically powerful but also institutionally sustainable. Furthermore, these findings open up space for further research that combines media discourse analysis with empirical studies to assess the actual impact of People's Schools on the social welfare of target groups.

## REFERENCE

- antaranews. (2026, Januari 13). *East Java leads Sekolah Rakyat program rollout with 26 schools*. From antaranews.com: <https://en.antaranews.com/news/399613/east-java-leads-sekolah-rakyat-program-rollout-with-26-schools>
- antaranews. (2026, Januari 12). *Sekolah Rakyat to break cycle of poverty: Social Minister*. From antaranews.com: <https://en.antaranews.com/news/399453/sekolah-rakyat-to-break-cycle-of-poverty-social-minister>
- antaranews.com. (2025, Desember 5). *Pembangunan Sekolah Rakyat tahap II*. From [www.antaranews.com](http://www.antaranews.com): <https://www.antaranews.com/infografik/5287270/pembangunan-sekolah-rakyat-tahap-ii>

- 
- Aurel, S., & Naomi, L. (2025, September 8). *Evaluasi Sekolah Rakyat: Catatan Kritis, Harapan, dan Tantangan*. From kbr.id: [https://kbr.id/articles/ragam/evaluasi-sekolah-rakyat-catatan-kritis-harapan-dan-tantangan#google\\_vignette](https://kbr.id/articles/ragam/evaluasi-sekolah-rakyat-catatan-kritis-harapan-dan-tantangan#google_vignette)
- bappenas.go.id. (2019, Agustus 14). *RENCANA PEMBANGUNAN JANGKA MENENGAH NASIONAL 2020-2024*. From perpustakaan.bappenas.go.id: [https://perpustakaan.bappenas.go.id/e-library/file\\_upload/koleksi/migrasi-data-publikasi/file/RP\\_RKP/Narasi%20RPJMN%20IV%202020-2024\\_Revisi%2014%20Agustus%202019.pdf](https://perpustakaan.bappenas.go.id/e-library/file_upload/koleksi/migrasi-data-publikasi/file/RP_RKP/Narasi%20RPJMN%20IV%202020-2024_Revisi%2014%20Agustus%202019.pdf)
- bbc.com. (2025, Juli 14). *Sekolah Rakyat dimulai 14 Juli – 'Sekolah untuk bangun peradaban, tapi membuatnya gegabah dan minim kajian'*. From www.bbc.com: <https://www.bbc.com/indonesia/articles/czrye5n5gr8o>
- Bowen, G. A. (2009). Document Analysis as a Qualitative Research Method. *Qualitative Research Journal*(9), 27-40. doi:10.3316/QRJ0902027
- bpk.go.id. (2025, Maret 27). *Instruksi Presiden (Inpres) Nomor 8 Tahun 2025 tentang Optimalisasi Pelaksanaan Pengentasan Kemiskinan dan Penghapusan Kemiskinan Ekstrem*. From peraturan.bpk.go.id: <https://peraturan.bpk.go.id/Details/316745/inpres-no-8-tahun-2025>
- Braun, V., & Clark, V. (2006). Using Thematic Analysis in Psychology. (3), 77-101. doi:10.1191/1478088706qp063oa
- Budiono, E. (2025, September 3). *Kemensos: Sekolah Rakyat Berikan Dampak Positif bagi Siswa dan Orang Tua*. From infopublik.id: <https://infopublik.id/kategori/prioritas-nasional-2026/936193/kemensos-sekolah-rakyat-berikan-dampak-positif-bagi-siswa-dan-orang-tua>
- cnnindonesia. (2026, Januari 12). *Prabowo Resmikan 166 Sekolah Rakyat*. From www.cnnindonesia.com: [https://www.cnnindonesia.com/nasional/20260112131751-20-1316096/prabowo-resmikan-166-sekolah-rakyat?utm\\_source=chatgpt.com](https://www.cnnindonesia.com/nasional/20260112131751-20-1316096/prabowo-resmikan-166-sekolah-rakyat?utm_source=chatgpt.com)
- cnnindonesia.com. (2026, Januari 13). *Target Prabowo: Bangun 500 Sekolah Rakyat hingga 2029*. From www.cnnindonesia.com: <https://www.cnnindonesia.com/nasional/20260112142405-20-1316135/target-prabowo-bangun-500-sekolah-rakyat-hingga-2029>
- Creswell, J. W. (2019). *Research Design Pendekatan Metode Kualitatif, Kuantitatif dan Campuran*. Yogyakarta: Pustaka Pelajar.
- Entman, R. M. (1993). Framing: Toward Clarification of a Fractured Paradigm. *Journal of Communication*, 43(4), 51-58. doi:10.1111/j.1460-2466.1993.tb01304.x
- Hakim, A. (2025, November 25). *Sekolah Rakyat dan jalan keluar kemiskinan*. From /www.antaraneews.com:

- <https://www.antaranews.com/berita/5264173/sekolah-rakyat-dan-jalan-keluar-ke-miskinan?page=all>
- Hikmia, Z. (2025, Juli 20). *Adaptasi Siswa Sekolah Rakyat yang sudah Seminggu Tinggal di Asrama, Bangun Subuh Jadi Tantangan Paling Berat*. From [www.jawapos.com](http://www.jawapos.com): <https://www.jawapos.com/features/016320935/adaptasi-siswa-sekolah-rakyat-yang-sudah-seminggu-tinggal-di-asrama-bangun-subuh-jadi-tantangan-paling-berat>
- kemensos.go.id. (2025, Mei 17). *Sekolah Rakyat Mulai Juli 2025, Siap Lahirkan Generasi Emas*. From [kemensos.go.id](http://kemensos.go.id): <https://kemensos.go.id/berita-terkini/wakil-menteri-sosial-1/Sekolah-Rakyat-Mulai-Juli-2025,-Siap-Lahirkan-Generasi-Emas>
- komdigi.go.id. (2026, Januari 25). *[HOAKS] Tautan Pendaftaran Guru Sekolah Rakyat Mengatasnamakan BKN Tahun 2026*. From [www.komdigi.go.id](http://www.komdigi.go.id): <https://www.komdigi.go.id/berita/berita-hoaks/detail/hoaks-tautan-pendaftaran-guru-sekolah-rakyat-mengatasnamakan-bkn-tahun-2026>
- kompas.com. (2025, Juli 15). *Respons Positif Sekolah Rakyat, Pengamat Pendidikan: Jembatan Kesuksesan Ekonomi dan Sosial*. From [kilaskementerian.kompas.com](http://kilaskementerian.kompas.com): [https://kilaskementerian.kompas.com/komdigi/read/2025/07/15/10232691/respons-positif-sekolah-rakyat-pengamat-pendidikan-jembatan-kesuksesan?utm\\_source=chatgpt.com](https://kilaskementerian.kompas.com/komdigi/read/2025/07/15/10232691/respons-positif-sekolah-rakyat-pengamat-pendidikan-jembatan-kesuksesan?utm_source=chatgpt.com)
- kompas.com. (2025, Juni 14). *Sekolah Rakyat Jadi Salah Satu Strategi Putus Mata Rantai Kemiskinan*. From [nasional.kompas.com](http://nasional.kompas.com): [https://nasional.kompas.com/read/2025/06/14/09322841/sekolah-rakyat-jadi-salah-satu-strategi-putus-mata-rantai-kemiskinan#google\\_vignette](https://nasional.kompas.com/read/2025/06/14/09322841/sekolah-rakyat-jadi-salah-satu-strategi-putus-mata-rantai-kemiskinan#google_vignette)
- kompas.com. (2025, Juni 10). *Sekolah Rakyat Pakai Kurikulum Model Multi Entry-Multi Exit, Apa Itu?* From [nasional.kompas.com](http://nasional.kompas.com): <https://nasional.kompas.com/read/2025/06/10/07221911/sekolah-rakyat-pakai-kurikulum-model-multi-entry-multi-exit-apa-itu>
- kompas.com. (2025, Juli 15). *Sekolah Rakyat Segera Mulai, Bagaimana Ide Awalnya?* From [kompas.com](http://kompas.com): <https://nasional.kompas.com/read/2025/07/15/11082521/sekolah-rakyat-segera-mulai-bagaimana-ide-awalnya>
- kompas.id. (2025, Maret 13). *Tepatkah Perbaikan Pendidikan Dilakukan dengan Membangun Sekolah Rakyat?* From [www.kompas.id](http://www.kompas.id): <https://www.kompas.id/artikel/tepatkah-perbaikan-pendidikan-dilakukan-dengan-membangun-sekolah-rakyat>
- kpai.go.id. (2025, Agustus 22). *KPAI Dorong Sekolah Rakyat Jadi Ramah Anak dan bebas Stigma*. From [www.kpai.go.id](http://www.kpai.go.id): <https://www.kpai.go.id/publikasi/kpai-dorong-sekolah-rakyat-jadi-ramah-anak-dan-bebas-stigma>

- 
- Krippendorff, K. (2019). *Content Analysis: An introduction to its Methodology* (4th ed.). New York: SAGE Publications, Inc.
- McCombs, M. (2014). *Setting the Agenda: Mass Media and Public Opinion*. New York: Polity.
- metrotvnews. (2026, Januari 13). *Indonesia to Renovate 60,000 Schools in 2026 amid Focus on Sekolah Rakyat*. From [www.metrotvnews.com](http://www.metrotvnews.com): <https://www.metrotvnews.com/read/kBVCM6XQ-indonesia-to-renovate-60-000-schools-in-2026-amid-focus-on-sekolah-rakyat>
- metrotvnews.com. (2026, Januari 20). *Sekolah Rakyat Berasrama Gratis, Strategi Perluas Akses Pendidikan Inklusif*. From [www.metrotvnews.com](http://www.metrotvnews.com): <https://www.metrotvnews.com/read/NrWC8E9r-sekolah-rakyat-berasrama-gratis-strategi-perluas-akses-pendidikan-inklusif>
- Midgley, J. (2014). *Social Development: Theory and Practice*. New York: SAGE Publications Ltd. doi:10.4135/9781446294987
- Neuendorf, K. A. (2017). *The Content Analysis Guidebook*. New York: SAGE Publications, Inc. doi:10.4135/9781071802878
- observerid. (2026, Januari 13). *President Prabowo: Sekolah Rakyat reflects state commitment to equal opportunity in education*. From [observerid.com](http://observerid.com): <https://observerid.com/president-prabowo-sekolah-rakyat-reflects-state-commitment-to-equal-opportunity-in-education/>
- Pradana, M. R., Basir, & Nita, S. (2024). Fenomena Penipuan Online dan Tingkat Literasi Digital Masyarakat Sebagai Wujud Perubahan Sosial. *Innovative: Journal Of Social Science Research*, 4(1), 3143-3155. doi:10.31004/innovative.v4i1.7863
- Purwowidhu. (2025, Oktober 12). *Sekolah Rakyat: Gebrakan Satu Tahun Pemerintahan Presiden Prabowo Subianto untuk Memutus Rantai Kemiskinan*. From [mediakeuangan.kemenkeu.go.id](http://mediakeuangan.kemenkeu.go.id): <https://mediakeuangan.kemenkeu.go.id/article/show/sekolah-rakyat-gebrakan-satu-tahun-pemerintahan-presiden-prabowo-subianto-untuk-memutus-rantai-kemiskinan>
- rri.co.id. (2025, Desember 8). *Hoaks: Pendaftaran Lowongan Kerja Guru Sekolah Rakyat*. From [rri.co.id](http://rri.co.id): <https://rri.co.id/cek-fakta/2027759/hoaks-pendaftaran-lowongan-kerja-guru-sekolah-rakyat>
- Sen, A. (2000). *Development as Freedom*. London: Oxford University Press. From <https://global.oup.com/academic/product/development-as-freedom-9780192893307?cc=id&lang=en&>
- Suharto, E. (2005). *Analisis kebijakan publik: Panduan Praktis Mengkaji Masalah dan Kebijakan Sosial*. Bandung: Alfabeta.

- 
- tempo.co. (2025, Januari 11). *Kemensos Berencana Bangun Sekolah Rakyat, Edi Subkhan: Berpotensi Tumpang Tindih Kebijakan*. From [www.tempo.co: https://www.tempo.co/politik/kemensos-berencana-bangun-sekolah-rakyat-edi-subkhan-berpotensi-tumpang-tindih-kebijakan-1192680](https://www.tempo.co/politik/kemensos-berencana-bangun-sekolah-rakyat-edi-subkhan-berpotensi-tumpang-tindih-kebijakan-1192680)
- tempo.co. (2025, Maret 28). *Sekolah Rakyat Dianggap Rawan Diskriminasi, Begini Tanggapan Menteri Sosial*. From [www.tempo.co: https://www.tempo.co/politik/sekolah-rakyat-dianggap-rawan-diskriminasi-begini-tanggapan-menteri-sosial-1225201](https://www.tempo.co/politik/sekolah-rakyat-dianggap-rawan-diskriminasi-begini-tanggapan-menteri-sosial-1225201)
- tempo.co. (2025, Maret 24). *Sekolah Rakyat Siap Beroperasi Juli 2025: Berikut Model Sekolah dan Sistem Perekrutan Gurunya*. From [www.tempo.co: https://www.tempo.co/politik/sekolah-rakyat-siap-beroperasi-juli-2025-berikut-model-sekolah-dan-sistem-perekrutan-gurunya-1223404#google\\_vignette](https://www.tempo.co/politik/sekolah-rakyat-siap-beroperasi-juli-2025-berikut-model-sekolah-dan-sistem-perekrutan-gurunya-1223404#google_vignette)
- tempo.co. (2025, April 15). *Sistem Rekrutmen Guru Sekolah Rakyat: Mekanisme hingga Honor*. From [www.tempo.co: https://www.tempo.co/politik/sistem-rekrutmen-guru-sekolah-rakyat-mekanisme-hingga-honor-1231494#google\\_vignette](https://www.tempo.co/politik/sistem-rekrutmen-guru-sekolah-rakyat-mekanisme-hingga-honor-1231494#google_vignette)
- Todaro, M. P., & Smith, S. C. (2022). *Economic development* (13th ed.). New York: Pearson.
- UNDP. (2022, September 08). *Human Development Report 2021-22: Uncertain Times, Unsettled Lives: Shaping our Future in a Transforming World*. From [hdr.undp.org: https://hdr.undp.org/content/human-development-report-2021-22](https://hdr.undp.org/content/human-development-report-2021-22)