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*Embracing Global Transformation:
Collaborative Innovations through
Social and Political Research*

7-8th September
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Faculty of Social Science and Political Science
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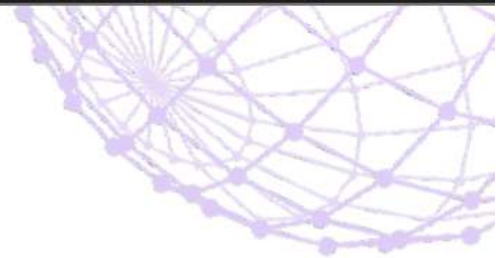
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INTERNATIONAL CONFERENCE ON INDONESIAN SOCIAL & POLITICAL ENQUIRIES
“Embracing Global Transformation: Collaborative Innovations through Social and
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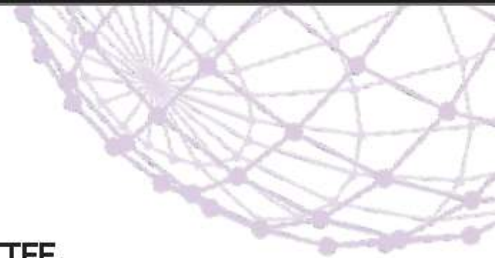
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The 7th ICISPE International Conference on Indonesian Social and Political Enquiries

"Embracing Global Transformation: Collaborative Innovations through Social and Political
Research
September 7th- 8th 2022


FOREWORD



Research should be a valuable tool for finding solutions to existing problems faced by a country. This belief is reflected to ICISPE 2022 conference. Our world is constantly being challenged by global, massive, and fast changes, starting from the development of the digital era which causes disruption in all aspects of the industry until the world suddenly stops due to the Covid-19 pandemic. But humans continue to show their ability to overcome all these problems by implementing new ideas so that problems can become opportunities. Collaboration in innovation is the key to success in the connected era. We realize that we cannot work alone, we need help from others to achieve the objectives quickly and effectively. Therefore this year's ICISPE is here to accommodate collaborative innovation ideas from various parties to accept the ongoing global transformation.

The 7th ICISPE Proceeding is a summary of the research results presented at the 2022 ICISPE Conference by academics and researchers. This activity was carried out with the cooperation of all committee members at the Faculty of Social and Political Sciences, Universitas Diponegoro. Carrying the theme "*Embracing Global Transformation: Collaborative Innovations through Social and Political Research*", this conference was held on 7th-8th September 2022 at the Orange Faculty of Social Sciences Campus.

Over 50 articles were submitted, this year we received some collaborative works of Indonesian authors and some authors from Russia, The Philippines, Germany, Malaysia and China. All were reviewed and refined to meet scientific work standards. We hope that the articles published through this conference will contribute to the improvement and development of society in various social aspects. We would like to thank all the speakers, writers, participants, reviewers, and committee members for their contributions to this conference.



On behalf of the Faculty of Social and Political Sciences, Universitas Diponegoro, we would like to thank all speakers, writers, participants, reviewers, and committee members for this conference.

Semarang, 8 September 2022
Dean of Social and Political Sciences Faculty
Universitas Diponegoro

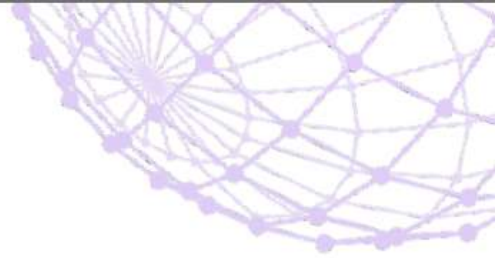
Dr. Hardi Warsono, MTP



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The Economy and People Development

Kudu Sekolah is an Effort to Improve Community Welfare in Pekalongan Regency

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Abstract. Education is one indicator in measuring society's welfare. People with higher education levels are expected to have a high quality of life to achieve welfare. Children Out of School (ATS) are one of the problems the government faces in providing education. Pekalongan Regency is one of the regions in Central Java with a high ATS rate. The Pekalongan Regency Government has tried to overcome the ATS problem with the Kudu Sekolah program. Kudu Sekolah is one of the innovations of the Pekalongan Regency Government to improve education quality and ensure that all school-age children in the Pekalongan Regency receive the best possible education. The purpose of this study is know the Kudu Sekolah innovation as an effort of Pekalongan Regency to improve society's welfare. This study uses a descriptive qualitative research method using primary data from interviews with the Pekalongan Regency Government. The study results show that in the Kudu Sekolah program, 729 Children Out of School have been successfully returned to school from 2019 to 2020. The decline in the Children Out of School rate in the Pekalongan Regency will help improve the society welfare in Pekalongan Regency.

Keywords: Kudu Sekolah, Innovation, Public Service, Community Welfare

1 Introduction

Improving people's welfare is the essence of national development. The main objective of the national development series is not only directed at physical development, but also seeks to improve the level of community welfare. Changes that are desired by all levels of society after the improvement of the level of welfare of people's lives, include the fulfillment of the needs of people's lives, ease of obtaining services, ease of accessing information, community participation in the development process, and poverty alleviation efforts.¹

According to Christanto, the level of welfare can be seen from three aspects which are the benchmarks to see the success of development. The three aspects are aspects of health, education, and housing. The community will prosper if all of the above aspects are met, because all of these aspects can describe the level of community welfare in an area.²

The level of education is used as an indicator to see the level of community welfare. The higher the level of education of a person, the better the quality of human resources. Education as an important factor that can make a person out of poverty. The relationship between community welfare and education is very large because education provides the ability to develop through knowledge and skills.³

Education is one of the important elements of a nation and the mandate of the nation at the opening of the 1945 Constitution. The Indonesian government and its Ministry of Education and Culture carry out government functions to provide education and educational facilities for the nation's children. The Ministry of Education and Culture together with related Ministries or Institutions through their programs seeks to ensure that education is evenly distributed in Indonesia. One of the great jobs of the government related to education is to ensure that the nation's generation can access and receive education properly and without discrimination.

Children Out of School (ATS) are one of the problems in the field of education faced by the government in providing education. Data from the 2019 National Socio-Economic Survey, shows that there are at least 4.3

¹ Zubaedi. *Wacana Pembangunan Alternatif*. Yogyakarta: Ar- Ruzz Media. (2007).

² Christanto. *Pengaruh Keberhasilan Program Nasional Pemberdayaan Masyarakat Mandiri Pedesaan Terhadap Tingkat Kesejahteraan Masyarakat Di Desa Gundi Kecamatan Godong Kabupaten Grobogan*. Jurnal Ilmiah UNTAG Semarang. Vol. 4(3), pp. 118. (2015).

³ Suryawati, Chriswardani. *Memahami Kemiskinan Secara Multidimensional*. Jurnal Manajemen Pembangunan dan Kebijakan. Vol. 8 (3), pp. 121-129). (2005).

million Children Out of School in the age range of 7 - 18 years throughout Indonesia, with details mentioned in **Figure 1.1 [1]** below:

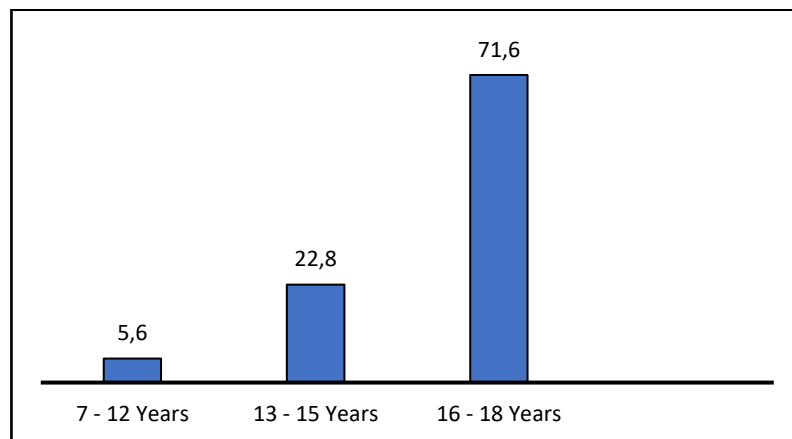


Fig. 1. Data of Children Out of School (ATS) at National Level
Source: National Socio-Economic Survey 2019, data processed

In Figure 1. it can be seen that from the age range of 7 to 18 years, the largest number is in age range of 16 to 18 years or equivalent to the age of high school children as much as 71.6%. The second highest number is the age range of 13 to 15 years, which amounts to 22.8% or equivalent to the age of junior high school children (SMP) and in the age range of 7 to 12 years or equivalent to the age of elementary school children (SD) totaling 5.6 %.

Ministry of National Development Planning The National Development Planning Agency has issued a national strategy for handling children out of school (Stranas ATS) in 2020, which is the result of collaboration with UNICEF and other relevant Ministries or Institutions. The National Strategy is expected to be used as a guideline in formulating policy strategies for the government, the community, and all related parties in overcoming the issues and problems of children not in school.

Stranas ATS has a goal to ensure the creation of strengthening, improvement, expansion, and building a better pattern of coordination as well as increasing the effectiveness of existing programs and those that will be initiated by local governments and communities, in an effort to find the needs of quality education and training services. and relevant for children in Indonesia. The ATS Stranas, which was prepared together with UNICEF, has gone through an in-depth study stage and passed a pilot project in 2 districts, namely Mamuju Regency and Brebes Regency to determine the effectiveness of implementation in the region, as well as the extent of its relevance in accommodating regional needs and situations in solve the ATS problem.

Pekalongan Regency is one of the regions in Central Java with a fairly high ATS rate of 4346 children (2018 data). The following are the details of the data for ATS in Pekalongan Regency in 2018.

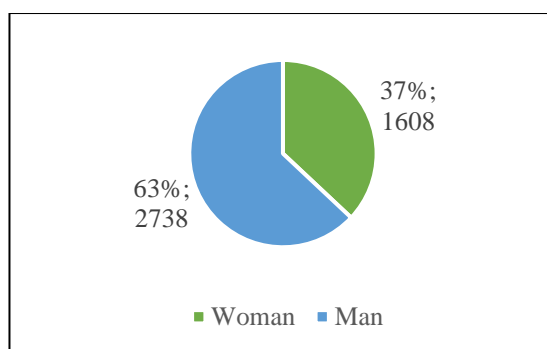


Fig. 2. Data of Children Out of School in Pekalongan Regency 2018

Source: Unified Database (BDT) 2018

The data in **Figure 2. [2]** shows the number of ATS in Pekalongan Regency in 2018 with details of 63% or 2738 children who are man and 37% or totaling 1608 children who are woman, totaling 4346 children.

In the education dimension, Pekalongan Regency when viewed from the Human Development Index (HDI) is in the medium category. The HDI achievement of Pekalongan Regency in 2019 was 69.71 which is below the Central Java Province HDI (71.73) and national average (71.92). Comparison of HDI Achievements between Pekalongan Regency, Central Java Province, and National Year 2016 – 2020 can be see on **figure 3. [3]**

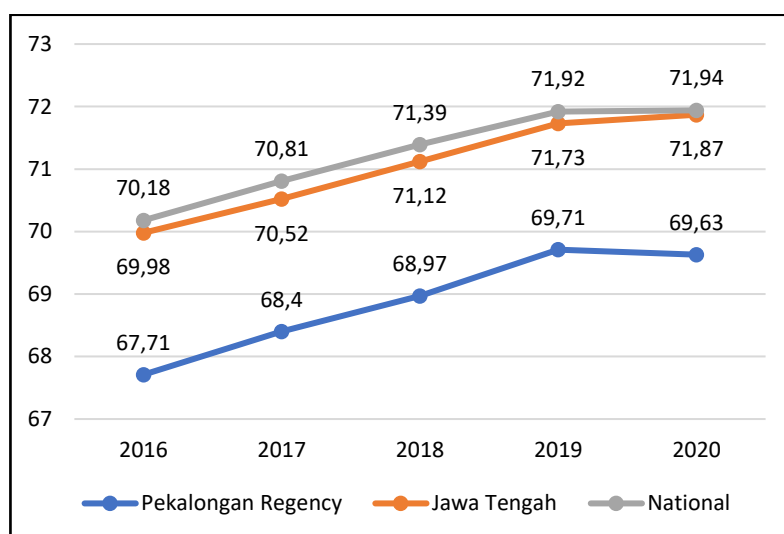


Fig. 3. Comparison of HDI Achievements between Pekalongan Regency, Central Java Province, and National Year 2016 – 2020

Sumber : BPS 2020, data processed

The focus of the development of the society welfare in Pekalongan Regency is shown by efforts to increase the Human Development Index (HDI). This is because HDI is an indicator used to measure the success of developing the quality of people life. One of the efforts made by the Pekalongan Regency Government to improve the welfare of the community in the field of education is to create an innovation for the Kudu Sekolah program.

Kudu Sekolah was launched by the Pekalongan Regency government in May 2019. Kudu Sekolah is a synergistic movement in recording, confirming, assisting and monitoring Children Out of School returning to school based on digital technology. Kudu Sekolah was initiated by the Pekalongan Regency Government which leads to a multi-actor collaboration and cooperation scheme to reduce the high ATS rate in Pekalongan Regency. The Pekalongan

Regency Government takes an important role in improving the welfare of the community by handling these Children Out of School (ATS). Based on these conditions, this paper has an urgency to find out the effort for the welfare of the people of Pekalongan Regency through Kudu Sekolah innovation.

Literature Review

Public Welfare

Welfare is a condition which a person can fulfill basic needs for food, clothing, shelter, clean water, education, and have an adequate job that can support his life quality, so that he is free from poverty, ignorance, fear, worries.⁴ Community welfare is a social, material and spiritual procedure and livelihood that is filled with an increased sense of safety, decency, and inner and outer peace for every citizen, to carry out efforts to fulfill physical, spiritual and social needs for individuals, families and communities.⁵

In achieving prosperity, the steps that need to be taken are: (a) increasing the capacity of the community and its institutions; (b) institutionalization of participatory development systems; (c) effectiveness of local government functions and roles; (d) improving the quality and quantity of basic social infrastructure and facilities; (e) community economy. Community welfare indicators consist of education, health, access to electricity and water, income, home ownership, level of expenditure, sense of security and access to information.⁶

According to the Central Statistics Agency, people's welfare can be measured from the following eight indicators:

- a. Population, including density of population and rate of population growth.
- b. Health, including the public health degree (infant mortality rate, life expectancy, and morbidity), the health facilities availability, as well as the health status of mothers and children under five.
- c. Education, including the ability to read and write, the level of school participation and educational facilities.
- d. Employment, including the opportunities of job, the status of employment and employment, working hours and child labor.
- e. Levels of consumption, including household income and expenditure.
- f. Housing and the environment, including the housing quality, housing facilities and environmental cleanliness.
- g. Poverty is based on high and low levels of poverty.
- h. Other social activities include travel, additional business credit to see public interest, entertainment and socio-cultural activities, health measures as well as access to information and communication technology.⁷

2 Research Method

The research method used by researchers in this study is a qualitative approach that describes the implementation of Kudu Sekolah innovation as an effort of Pekalongan Regency to improve the society welfare. According to Bodgan and Taylor, qualitative methodology is

⁴ Fahrudin, Adi. *Pengantar Kesejahteraan Sosial*. Bandung : Refika Aditama. (2012).

⁵ Pitono, Andi dan Kartiwi. *Penguatan Pemerintahan Desa dan Kelurahan Menuju Pembangunan Berkelanjutan dalam Rangka Peningkatan Kesejahteraan Masyarakat*. Jurnal Politikologi. Vol. (1), pp. 27 – 37. (2016).

⁶ Soetomo, S. *Kesejahteraan dan Upaya Mewujudkannya dalam Perspektif Masyarakat Lokal*. Yogyakarta : Pustaka Pelajar. (2014).

⁷ Badan Pusat Statistik. *Indikator Kesejahteraan Rakyat 2016 (Ketimpangan Pendidikan di Indonesia)*. Jakarta: Badan Pusat Statistik. (2016).

research that produces descriptive data in the form of writing to observe people's behavior.⁸ In this study there are main data (primary) and supporting data (secondary). Primary data is data directly collected by researchers from the source of the question. Secondary data is data that has been compiled and has been made in the form of documents. In collecting data, we used techniques of observation, interview, and documentation. Data analysis uses data reduction, data presentation, and drawing conclusions.

3 Result and Discussion

Kudu School Innovation is a movement of various elements of society and stakeholders that work together to reduce the number of Children Out of School (ATS) effectively in the regions, by seeking and supporting the return of school-age children who are not in school, through formal and non-formal education.

The Kudu School targets are school-age children (7-18 years) in areas who are not in school, with categories of children who have not or have never attended school, children who have dropped out of school, and children who do not continue their education. The objectives of the Kudu Sekolah movement include:

1. Improving access to quality primary and secondary education services;
2. Reducing the number of Children Out of School (ATS) in the regions;
3. Improving the quality of human resources and employment opportunities for Children Out of School (ATS) who have graduated;
4. Reducing poverty through the education sector.

Kudu Sekolah was also created to help the government increase the Human Development Index (HDI) in education and break the poverty chain between generations. The development partner of the Pekalongan Regency Government, KOMPAK (Collaboration of Community and Services for Welfare) which is a partnership program of the Australian Government, has supported Kudu Sekolah innovation to be carried out massively and structured through a cross-sectoral approach, which prioritizes the synergy of all elements of society and other stakeholders.

In facilitating the implementation of the handling of Out of School Children (ATS) in Pekalongan Regency, KOMPAK facilitated the local government to draft Pekalongan Regent Regulation Number 48 of 2019 concerning 12 years of compulsory education as a legal protection for Kudu Sekolah. KOMPAK also facilitated the process of building a Kudu School implementation mechanism by utilizing existing local resources. The mechanism for handling Children Out of School (ATS) is contained in a Kudu School Implementation Guide Document in order to comprehensively explain the four main pillars of Kudu Sekolah innovation. The guide also accommodates the collaboration between the Pekalongan Regency Government and KOMPAK in strengthening the monitoring and evaluation of the handling of Children Out of School (ATS) through the use of information technology.

The mechanism for returning non- school children (ATS) listed in the Kudu School Implementation Guidebook is as follows:

1. Preliminary data

Initial data collection is the preparation of initial data that will become the main database for Kudu Sekolah innovation. This data is collected from various sources by involving several stakeholders or other relevant Regional Apparatus Organizations (OPD), such as the

⁸ Moleong, Lexy J. *Metode Penelitian Kualitatif. Edisi Revisi*. Bandung : PT. Remaja Rosdakarya. (2013).

Social Service, Regional Office of the Ministry of Religion, Population and Civil Registry Office, and others.

2. Data Verification and Validation

This stage aims to ensure that the data collected from sources in the form of documents is in accordance with the real conditions in the field. There are 3 steps that must be taken in this stage, namely: (1) Home Visit, (2) Data Processing, and (3) Follow Up Plan.

3. Data Reconfirmation

Data reconfirmation or data updating is done to anticipate changes in data over time.

4. Child and Family Assistance ATS

Assistance is provided to establish communication with ATS and the ATS family. Included in the mentoring stage is explaining things related to Kudu Sekolah innovation.

5. Selection of Education Unit

This stage is carried out by choosing an educational unit, both formal and non-formal, which will be the place for ATS to return to school. This selection is adjusted to the ATS conditions and the agreement between the facilitator and ATS.

6. Student Assistance and Education Units

Assistance for children who have returned to school is carried out with a personal approach, namely by providing an explanation of the importance of education and other psychological matters. Assistance to educational units is to provide socialization to educational units, both formal and non-formal.

7. Monitoring Student Progress

The final stage after ATS returns to school is to conduct regular monitoring of students on a monthly basis. The results of this monitoring are reported to the school supervisory team and the village level Kudu School team through the Kudu Sekolah application.⁹

Table 1. Achievement of Minimum Service Standards (SPM) for Basic Service Education in Pekalongan Regency in 2019-2020

No	Basic Service Indicators	Unit	Target	Achievements	
				2019	2020
1.	Percentage of children aged 5-6 years who have graduated or are studying at PAUD	%	100	58,85	81,6
2.	Percentage of children aged 7-12 years who have graduated or are studying at SD/MI	%	100	92,57	104,9
3.	Percentage of children aged 13-15 years who have graduated or are studying in SMP/MTs	%	100	81,82	99
4.	Percentage of children aged 7-18 years who have graduated or are in Equality Education	%	100	1,01	2,6

Source: Pekalongan Regency Education Office 2020

Based on table 1., the achievement of the Minimum Service Standards (SPM) for Basic Service Education in Pekalongan Regency in 2019 - 2020 shows an increase. The increase in the

⁹ KOMPAK. *Panduan Pelaksanaan Gerakan Kudu Sekolah (Kembali Upayakan Dukungan Untuk Sekolah) Kabupaten Pekalongan 2020*. Jakarta : KOMPAK. (2020).

percentage of children aged 5 - 6 years who have graduated or are studying at PAUD increased compared to the previous year, which reached 81.6% in 2020. The percentage of children aged 7 - 12 years who had graduated or were studying at SD/MI increased compared to the previous year it reached 104.9% in 2020. The percentage of children aged 13-15 years who have graduated or are studying at SMP/MTs in the year increased compared to the previous year to reach 99% in 2020. The percentage of children aged 7-18 years who are obedient or moderate studying in Equality Education increased compared to the previous year reaching 2.6%.

Seeing the results of the achievement of the Minimum Service Standards (SPM) for basic services in the education sector in 2020, it shows that Pekalongan Regency has provided good basic services in the field of education. This increase in educational service achievement is also supported by the Kudu Sekolah innovation.

The success of the Kudu Sekolah innovation in an effort to improve the society welfare of Pekalongan Regency is shown by recording of 729 Children Out of School (ATS) during the period 2019 to 2020 who have been successfully returned to school. This reduction in the number of Children Out of School (ATS) in Pekalongan Regency will help improve the welfare of the people of Pekalongan Regency, because with the population having an equal education, it will improve the quality of human resources themselves. This innovation also supports the achievement of the SDGs goals, namely zero poverty and quality education. Education plays a role in the welfare of society where a lack of knowledge will make people unable to rise from being left behind in the economy.

The success of education development contributes to the achievement of the Human Development Index (HDI), because the indicators that form the HDI from the education sector are the Average Years of Schooling and Expected Years of Schooling. When referring to the 2020-2024 RPJMN document, one of the efforts to improve the quality of human resources education.

Table 2. Targets and Achievements of Pekalongan Regency HDI 2018-2021

Year	HDI targets	HDI Achievements
2019	68,25	69,71
2020	68,45	69,63
2021	68,60	70,11

Source: RPJMD Pekalongan Regency, data processed

The increase in the welfare of the people of Pekalongan Regency is also marked by the increase in the Human Development Index of Pekalongan Regency. The existence of Kudu Sekolah innovation is one of the breakthrough efforts to strengthen the education index. Based on table 1.2, the HDI target in 2019 is 68.25 with an HDI achievement of 69.71. In 2021 the HDI target is 68.60 and the HDI achievement of Pekalongan Regency increases to 70.11.



Fig. 4. Pekalongan Regency Wins Top 45 National Kipp Award 2021

Kudu Sekolah innovation also has achievements, namely in 2020 Kudu Sekolah was awarded the 2020 innovative government award in the very innovative category. Another achievement from Kudu Sekolah's innovation is that it succeeded in bringing the Pekalongan Regency Research and Development Agency into the Top 45 Public Service Innovations in the 2021 National Public Service Innovation Competition (KIP-P).

The supporting factor for Kudu Sekolah innovation is the innovation of public services from the Pekalongan Regency Government based on e-government with a web and android basis. People can access it more easily and can also directly download it on the playstore.

This Kudu School innovation collaborates pentahelically, which embraces various stakeholders. First with the district government by completing planning, budgeting, data collection, and strengthening regulations. Second, the village government with the support of village funds. Third, in the business world with Corporate Social Responsibility (CSR). Fourth, with universities, through socialization activities, thematic KKN or research, especially for universities around Pekalongan Regency. The last stage with the caring community includes community organizations and non-government institutions that work together in Kudu Sekolah innovation. This collaboration concept is one of the driving factors for the implementation of Kudu Sekolah innovation because it can overcome the limited resources owned by the Pekalongan Regency government.

The Kudu School Team has commitment and trust between stakeholders which is embodied in the Decree of the Pekalongan Regent Number 420.1/193 of 2020 concerning the Formation of the Kudu School Movement Team at the Regency level. The existence of this decree motivates all stakeholders within the Kudu Sekolah team to commit and trust each other in the success of Kudu Sekolah innovation.

The inhibiting factor for this innovation is that there are still many people in Pekalongan Regency who lack mastery of technology. This is very influential, considering that this innovation uses an android-based application in proposing and entering data for Children Out of School (ATS).

The factor of Children Out of School (ATS) who do not want to go back to school on the grounds that they are already working, married, or are comfortable not attending school is also one of the obstacles most felt by all stakeholders. This is also influenced by the lack of understanding of the importance of education.

4 Conclusion

Kudu Sekolah is an innovation created by the Pekalongan Regency Government as an effort to improve the society welfare in Pekalongan Regency. The success of the Kudu School innovation is shown by the achievement of the Minimum Service Standards (SPM) for Basic Service Education in Pekalongan Regency in 2020 which has increased from the achievement in 2019. The success of the Kudu Sekolah innovation is also shown by the decrease in the number of non schools Children (ATS) during the period 2019 to 2020. The improvement in the welfare of the people of Pekalongan Regency is also marked by the increase in the Human Development Index of Pekalongan Regency. The HDI achievement in 2018 was 69.71 and the HDI achievement of Pekalongan Regency increased in 2021 to 70.11. The supporting factor for the Kudu Sekolah innovation is that this innovation is based on e-government with a web and android basis so that it is easier for people to access. Another driving factor is the innovation of Kudu School collaborating pentahelically and having commitment and trust between stakeholders which is embodied in the Decree of the Pekalongan Regent Number

420.1/193 of 2020 concerning the Formation of the Kudu School Movement Team at the Regency level. The inhibiting factor in implementing this innovation is that there are still many people in Pekalongan Regency who lack mastery of technology and the factor of Children Out of School (ATS) who do not want to go back to school.

The existence of inhibiting factors for the implementation of Kudu Sekolah, namely the people of Pekalongan Regency who still lack mastery of technology and the factor of Children Out of School (ATS) who do not want to return to school, it is hoped that the Pekalongan Regency Government can increase socialization as an effort to develop the community. This socialization is carried out by providing an explanation of the importance and benefits of the education or schooling process to the community. Socialization can be carried out directly or through the media by utilizing the role of universities or caring communities to provide an understanding of the importance of education.

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