



Human Initiative Movement: Enhancing Environmental Literacy and Awareness among Orphans in Bengkulu City

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Abstract

This paper examines the Human Initiative organization in Indonesia and its efforts to provide education for orphans in Bengkulu City. It analyzes the organization's resource mobilization using various data collection techniques. Establishing an education center called the Home of Learning is seen as a social movement that successfully achieved its goals. The research considers five aspects proposed by Oberscall: social movement organization, leaders and leadership, resources and resource mobilization, networks and participation, and community opportunities and capacity. The research findings show that (Home of Learning) HOME in Bengkulu is a social movement that effectively implements quality education programs. This success is due to a clear institutional structure, effective leadership, resource mobilization, community participation, and opportunities for child development. Overall, this research highlights the effectiveness of the Human Initiative in providing education for orphaned children.

Keywords: Human initiative, mobilization, new social movement, networks and participation, resource mobilization

1. Introduction

The persistent challenge of poverty in Indonesia, particularly in Bengkulu Province, has been a significant concern for policymakers and social activists alike. Recent data from the Central Bureau of Statistics (BPS) reveals that the poverty rate in Bengkulu City remains alarmingly high, surpassing both national and provincial averages (1,2). This socioeconomic predicament has far-reaching consequences, especially in the realm of education, where it creates a cyclical pattern of deprivation that affects the most vulnerable members of society, including orphans and underprivileged children. Education, as highlighted by (3), serves as a crucial bridge to a nation's prosperous future, intricately linked with character development and the preservation of national identity. However, the reality in Bengkulu presents a stark contrast to this ideal. They identify several factors contributing to the persistence of poverty, including low educational attainment(4–6), lack of knowledge in developing economic sectors (7), high unemployment rates (2), and declining economic growth (8)(7). These factors collectively create a challenging environment for children, particularly orphans, to access quality education and break the cycle of poverty.

The Indonesian government has recognized the importance of education in combating poverty and has implemented various policies to address this issue. In Bengkulu City, Regional Regulation No. 3 of 2014 on Education Implementation emphasizes the equal right of every citizen to quality education and lifelong learning opportunities. Furthermore, Mayor Regulation No. 23 of 2020 on the Implementation of the Orphan Care Movement in Bengkulu



City specifically targets orphans who are unable to finance their education, covering all levels from early childhood to senior high school. Despite these regulatory efforts, the implementation of these policies faces significant challenges. In several areas of Bengkulu City, particularly in the Benteng Malabero district, a considerable number of children still require special attention in the field of education. The presence of 15 orphans and 26 underprivileged children in this area alone underscores the magnitude of the problem. The situation is further exacerbated by the increasing poverty rate in Bengkulu Province, which reached 15.22% in March 2021, an increase from 15.03% in the previous year (9,10).

In response to this pressing issue, non-governmental organizations (NGOs) have emerged as crucial actors in supplementing governmental efforts (11–14). One such organization is Human Initiative (HI), a humanitarian institution that has taken a proactive approach to address the educational needs of orphans and underprivileged children in Bengkulu City. HI's innovative program, HOME (Hug Opportunity Mentality and Education) Learning Center, represents a novel approach to providing educational support outside the formal school system(15–17). The current state of research on social movements and their impact on education for marginalized groups, particularly in the Indonesian context (18–20), has primarily focused on macro-level policy analysis and quantitative assessments of educational outcomes (15,17,18,21,22). While these studies provide valuable insights into the broader landscape of educational challenges, there is a notable gap in understanding the micro-level dynamics of grassroots initiatives and their effectiveness in addressing specific community needs.

Recent studies have explored the role of NGOs in education provision(23–25), highlighting their potential to reach underserved populations and implement innovative pedagogical approaches (26–28). However, these studies have largely been conducted in other developing countries, with limited attention to the unique socio-cultural context of Indonesia, particularly in regions like Bengkulu. Furthermore, the intersection of poverty alleviation, education, and social movements has been examined through various theoretical lenses, including resource mobilization theory (29,30) and new social movement theory (13,31). These frameworks have provided valuable insights into the organizational structures and strategies employed by social movements. However, there is a dearth of research applying these theories to analyze the specific case of educational initiatives for orphans and underprivileged children in Indonesia.

This study introduces several novel elements to the existing body of knowledge on social movements and educational initiatives for marginalized groups. Firstly, it provides a context-specific analysis by focusing on the Human Initiative's HOME Learning Center in Bengkulu City, offering a detailed examination of a localized social movement addressing a specific community need. This approach allows for a nuanced understanding of how global concepts of social movements are adapted and implemented in a unique Indonesian context. Secondly, the study integrates multiple theoretical frameworks, employing new social movement theory (32–35) in conjunction with elements of resource mobilization theory(29,30,36) to analyze the Human Initiative movement. This interdisciplinary approach enables a comprehensive examination of both the ideological underpinnings and the practical strategies employed by the organization.

The research also contributes a micro-level impact assessment, delving into the individual effects of the HOME Learning Center on orphans and underprivileged children. This granular analysis provides insights into the transformative potential of targeted educational

interventions. Additionally, the study examines multi-stakeholder collaboration, exploring the dynamic interplay between governmental policies, NGO initiatives, and community participation. This holistic approach sheds light on the complex ecosystem of actors involved in addressing educational inequalities. Lastly, by tracing the evolution of the Human Initiative movement from its inception to its current state, the research offers a unique longitudinal perspective on the development and sustainability of social movements in the educational sector.

This study contributes to several key areas within the broader body of knowledge on social movements, education, and poverty alleviation. It extends the application of the New Social Movement Theory to the context of educational initiatives in developing countries, providing empirical evidence for the theory's relevance in understanding contemporary social movements in Indonesia. The research adds to the growing literature on the role of education in breaking the cycle of poverty, offering insights into the challenges and opportunities associated with targeted educational interventions in economically disadvantaged communities. It also contributes to the ongoing debate on the effectiveness of NGOs in supplementing governmental efforts in education provision, providing valuable data on the potential of NGOs to create sustainable impacts in challenging socioeconomic environments.

The detailed examination of the HOME Learning Center contributes to the broader literature on alternative education models for marginalized groups. By exploring the interplay between national policies, local regulations, and NGO initiatives, the research offers insights into the challenges and opportunities associated with policy implementation in the Indonesian context. The study's analysis of the Human Initiative's resource mobilization strategies provides valuable insights into how social movements in developing countries can effectively leverage various types of resources to achieve their objectives. Additionally, by examining the role of leadership within the Human Initiative movement, the research contributes to our understanding of how effective leadership can inspire participation and drive social change in grassroots organizations.

In conclusion, this article reports on a comprehensive analysis of the Human Initiative movement in Bengkulu City, Indonesia, focusing on its innovative HOME Learning Center program for orphans and underprivileged children. Through a multifaceted examination of the movement's strategies, impacts, and challenges, the study provides valuable insights into the potential of community-based educational initiatives to address persistent poverty and educational inequality issues. By situating this analysis within the broader theoretical frameworks of social movement studies and development research, the article contributes to understanding how localized social movements can effectively respond to global challenges in unique cultural contexts.

2. Methods

This research uses qualitative research methods(37,38). In collecting data, the author uses data collection methods using observation, interviews, and documentation(39,40). In the observation data collection technique, the author makes direct observations in the field. The researcher's observation here is to see the activities carried out by the Bengkulu Branch of the Human Initiative (HI) in the implementation of quality educational assistance for orphans, orphans, and the poor through the HOME program. In the interview method, the author conducts a question-and-answer process which is carried out based on prepared questions, but

does not rule out the possibility of developing questions. In this case, the informants for the interview are the Bengkulu Province Human Initiative management and the head of the Bengkulu Branch Human Initiative volunteers.

Finally, the author uses the Documentation method obtained from the Bengkulu Branch Human Initiative in the form of writings, and pictures, from institutions and individuals. This method is used to strengthen and support information obtained from observations and interviews. The data that has been collected will then be analyzed. Data collection in qualitative research includes three types of strategies, namely observation, interviews, and documentation.

3. Results and Discussion

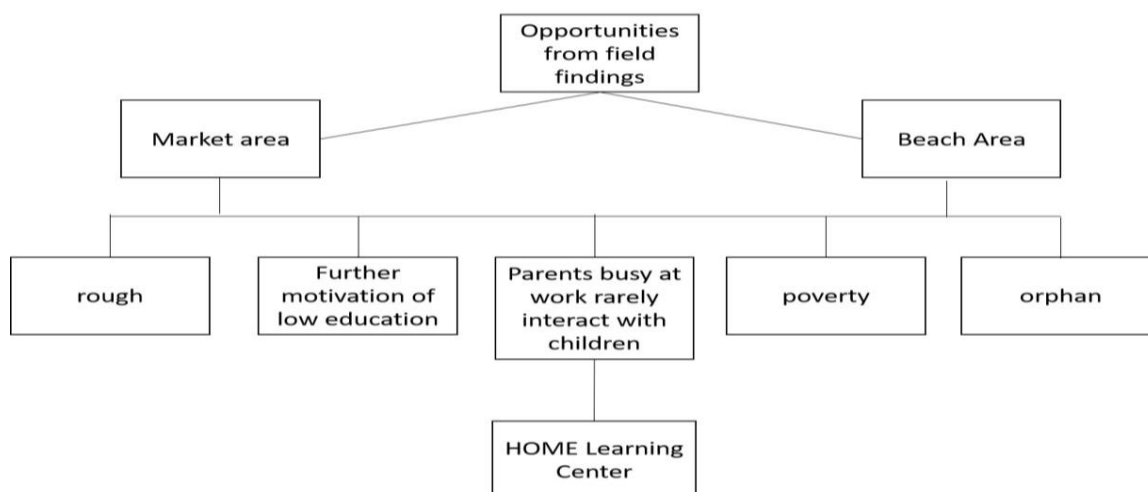
Poverty in Bengkulu Province is still experiencing an increase in the poverty rate in education indicators, (1,2) taken from BPS data in 2018, which states that the poverty rate in education indicators is still relatively high, which is far above the national and provincial poverty rates. The percentage of poor people in Bengkulu City from 2010 to 2019 is high. Bengkulu Province has the 17th highest level of income distribution inequality out of 34 provinces in Indonesia.

Table 1. Gini Ratio in Bengkulu Province September 2020-September 2021

Kode	Provinsi	September 2020			Maret 2021			September 2021		
		Kota	Desa	K+D	Kota	Desa	K+D	Kota	Desa	K+D
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
11	Aceh	0,355	0,283	0,319	0,362	0,275	0,324	0,357	0,282	0,323
12	Sumatera Utara	0,336	0,258	0,314	0,344	0,250	0,314	0,339	0,257	0,313
13	Sumatera Barat	0,320	0,256	0,301	0,329	0,254	0,306	0,327	0,252	0,300
14	Riau	0,359	0,274	0,321	0,367	0,279	0,326	0,369	0,276	0,327
15	Jambi	0,346	0,289	0,316	0,354	0,288	0,321	0,347	0,284	0,315
16	Sumatera Selatan	0,352	0,310	0,338	0,360	0,315	0,341	0,363	0,314	0,340
17	Bengkulu	0,381	0,274	0,323	0,384	0,264	0,326	0,381	0,258	0,321
18	Lampung	0,342	0,295	0,320	0,346	0,288	0,323	0,342	0,288	0,314
19	Bangka Belitung	0,271	0,229	0,257	0,265	0,221	0,256	0,259	0,215	0,247
21	Kepulauan Riau	0,335	0,260	0,334	0,341	0,256	0,343	0,337	0,253	0,339
31	DKI Jakarta	0,400		0,400	0,409		0,409	0,411		0,411
32	Jawa Barat	0,409	0,326	0,398	0,423	0,321	0,412	0,417	0,324	0,406
33	Jawa Tengah	0,386	0,318	0,359	0,398	0,325	0,372	0,393	0,324	0,368
34	DI Yogyakarta	0,439	0,329	0,437	0,448	0,334	0,441	0,443	0,325	0,436
35	Jawa Timur	0,373	0,318	0,364	0,387	0,324	0,374	0,379	0,319	0,364
36	Banten	0,361	0,296	0,365	0,369	0,280	0,365	0,365	0,278	0,363
51	Bali	0,378	0,304	0,369	0,387	0,301	0,378	0,379	0,302	0,375
52	Nusa Tenggara Barat	0,405	0,336	0,386	0,413	0,332	0,381	0,420	0,331	0,384
53	Nusa Tenggara Timur	0,329	0,311	0,356	0,327	0,311	0,346	0,322	0,306	0,339
61	Kalimantan Barat	0,329	0,273	0,325	0,341	0,267	0,313	0,337	0,268	0,315
62	Kalimantan Tengah	0,357	0,290	0,320	0,353	0,292	0,323	0,356	0,284	0,320
63	Kalimantan Selatan	0,343	0,277	0,351	0,359	0,265	0,330	0,352	0,257	0,325
64	Kalimantan Timur	0,330	0,286	0,335	0,339	0,288	0,334	0,337	0,281	0,331
65	Kalimantan Utara	0,285	0,278	0,300	0,289	0,272	0,292	0,284	0,264	0,285
71	Sulawesi Utara	0,367	0,346	0,368	0,365	0,352	0,365	0,359	0,347	0,359
72	Sulawesi Tengah	0,334	0,295	0,321	0,343	0,279	0,316	0,351	0,278	0,326
73	Sulawesi Selatan	0,384	0,352	0,382	0,392	0,338	0,382	0,387	0,334	0,377
74	Sulawesi Tenggara	0,403	0,348	0,388	0,411	0,347	0,390	0,402	0,353	0,394
75	Gorontalo	0,390	0,391	0,406	0,398	0,397	0,408	0,407	0,390	0,409
76	Sulawesi Barat	0,437	0,321	0,356	0,446	0,321	0,356	0,451	0,326	0,366
81	Maluku	0,292	0,285	0,326	0,301	0,258	0,314	0,302	0,250	0,316
82	Maluku Utara	0,294	0,271	0,290	0,298	0,265	0,300	0,295	0,256	0,278
91	Papua Barat	0,316	0,412	0,376	0,322	0,407	0,380	0,313	0,399	0,374
94	Papua	0,291	0,416	0,395	0,301	0,422	0,397	0,307	0,419	0,396
	INDONESIA	0,399	0,319	0,385	0,401	0,315	0,384	0,398	0,314	0,381

Source: Processed by the author, 2024

One of the factors that can affect poverty levels is education. A person must have a good education and be able to increase to a higher level to get a decent job. Because if a person's education is high then they can fulfill their needs and it starts from childhood. That several factors cause poverty, namely: low levels of education, lack of knowledge in developing economic sectors, higher unemployment rates, and declining economic growth.



Picture 1. Mindmapping opportunities (Source: Processed by the author, 2024)

The conditions in the Benteng Malabero area, which is a coastal area and also a market area, can be an opportunity to establish the Bengkulu HOME Learning Center. It is well known that the market and coastal culture are known to be harsh and rough, so the Human Initiative chose the Benteng Malabero area to establish the HOME Learning Center because it felt that it needed help. Not only is the culture harsh and rough, but the average child graduating from elementary school no longer continues his education to a higher level but chooses to help his parents become fishermen or sell in the market, this will affect the future of the nation's children if it drags on like that. carry out the process of assisting orphaned children's learning, educational scholarship programs, providing school supplies, prayer equipment, psychological support, as well as various training and coaching aimed at strengthening character and building skills to be able to live independently, community-based child protection programs in which provide education and education.

Human Initiative comes with an initiative for children program that focuses on increasing the capacity of children both in knowledge and skills, where the program is packaged with the HOME Learning Center shelter house Bengkulu. This Home Learning Center halfway house responds to acts of violence, mistreatment, exploitation, etc. Furthermore, there are reunification and social reintegration programs where reunification is an action to be able to reunite children with parents or close relatives, then reintegration is an action that ensures that children can use their time with positive activities. HOME Learning Center Bengkulu already has adequate facilities, such as paper, a table, a mini library, educational toys, and things that support the learning process of children, then HOME also has a special room for officers.

The quality education program for orphans in Bengkulu City, precisely in the Benteng Malabero area, is a social movement carried out by the Human Initiative Bengkulu institution to help orphans get a proper education. In research on the Human Initiative Movement in the Quality Education Program for Orphans in Bengkulu City, researchers use the (41) theory, namely the New Social Movement theory. The aspects of a social movement (32–35), namely: (1) Social Movement Organization, (2) Leaders and leadership, (3) Resources and resource mobilization, (4) Networks and participation, (5) Opportunities and community capacity. The explanation above can describe in more detail the aspects used to see the Human Initiative movement in quality education for orphans in Bengkulu City, including:

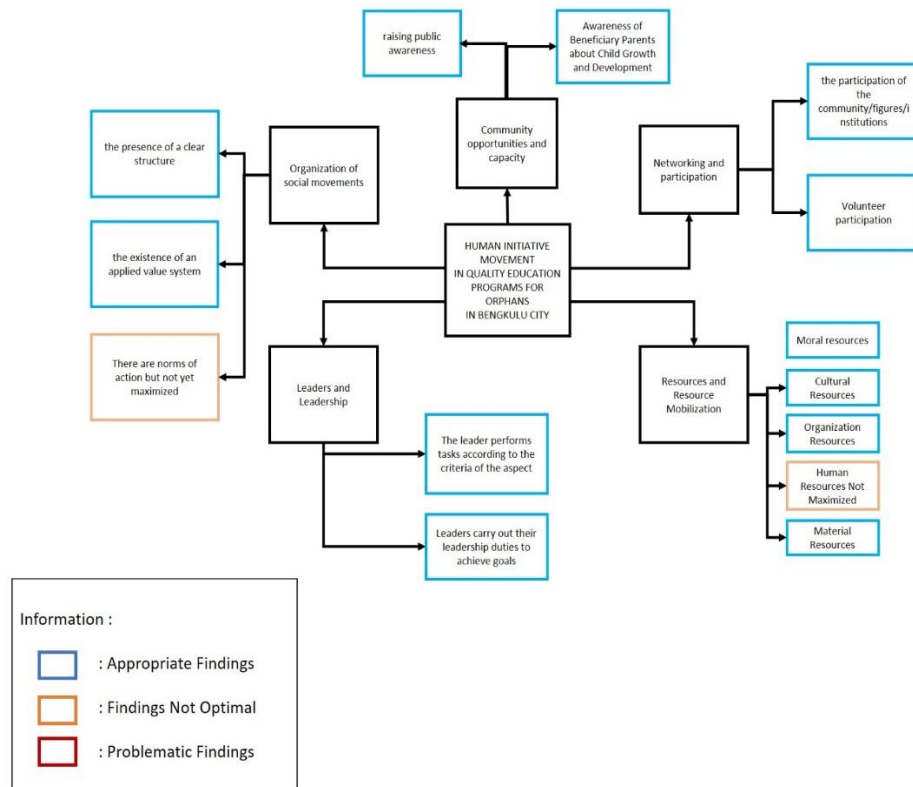


Figure 2. Human initiative movement matrix in quality education for orphans in Bengkulu city (Source: Processed by the author, 2024)

3.1. Social Movement Organization

The characteristics that arise from a social movement include a shared value system, feelings of community, norms of action, and organizational structure (32,42). In this case, the organizational factor of the social movement is an influential factor in the Human Initiative movement in the quality education program for orphans in Bengkulu City, in this movement an organization is formed that already has a clear structure chart in which it shows work relationships, division of labor, work positions. position in the organization as well as work distinctions, namely between superiors and subordinates, The work pattern of superiors gives orders by directing and explaining the roles of subordinates and providing encouragement in the form of encouragement to facilitate the establishment of relationships between superiors and subordinates to involve subordinates when making decisions, then the obligation of subordinates after carrying out their duties is to submit accountability reports to superiors. This is done so that employees have mutual responsibility and there is no confusion between one task and another.

In addition, there is a value system in the form of community feelings, norms, and actions. The shared value system maintained by the Bengkulu Human Initiative Institute is the value of volunteerism and trust. Where in this voluntary system it can be seen from the members involved in the Human Initiative movement in this quality education program for orphans in Bengkulu City are volunteers who are not paid, even they also make infaq every meeting to help sustain the agenda.

The Human Initiative also has good domestic legality in the form of a Decree of the Ministry of Social Affairs of the Republic of Indonesia Number 584 / DYS / 09/2017 as a social

welfare institution and is also registered as an NGO in Special Consultative With The Economic and Social Council of the United Nations right on July 22, 2008, with Number 003234. Legalities from abroad include UN-ECOSOC, and Europe Aid, besides maintaining institutional accountability, HI applies humanitarian standards, namely from Sphere International and PSEA International. Sphere International is one of the sources of reference for volunteers in Indonesia, this is a guidebook that contains a humanitarian charter, minimum and maximum standards of humanitarian action, principles of protection, and core humanitarian standards to support quality in achieving minimum standards. Meanwhile, PSEA is a protection policy from sexual violence and exploitation created by the Human Initiative to protect from sexual violence and exploitation, the Human Initiative will take firm action against any violation of this policy by conducting a thorough investigation and imposing appropriate sanctions on the perpetrators. The value of trust in this case refers to the existence of trust in fellow volunteer members. This is what makes their relationship strong and can maintain solidarity between each other, this is because the relationship that is built is a relationship that is not based on material, but based on family relationships.

3.2. Leaders and leadership

In the context of social movements, leaders are very important because they have the task of being able to inspire and build commitment among members, mobilize resources, understand opportunities and create opportunities, develop the best strategies, and influence. In this case, a movement leader can be defined as someone who can make strategic decisions that inspire and organize people to participate in the social movement that is being carried out. Meanwhile, leadership itself is the willingness to be able to influence groups through achieving a goal.

To determine the indicators of leadership style, (43–47), said that we can see a person's leadership style and value together from several indicators, namely: (1) the ability to make decisions, (2) the ability to motivate and inspire, where this is a driving force that can cause members to be willing and willing to contribute fully to the organization, willing to spend their time, energy and thoughts to carry out activities that are their responsibility in order to achieve goals, (3) communication skills, which is the ability or ability to convey messages, ideas and thoughts to others in order to understand properly, directly or indirectly, (4) the ability to control members, related to the delegation of tasks from the chairman to members with varying tones, ranging from a firm tone to asking or giving orders with the aim that tasks can be completed properly, (5) Responsibility, where the leader must have a sense of responsibility to his members, (6) the ability to control emotions, where this is very important to be owned by a leader for the success of the organization, the better the ability to control emotions, the easier it will be to achieve peace.

From the Human Initiative movement in the quality education program for orphans in Bengkulu City to the results of field findings where a leader has an important role in terms of developing and advancing the movement. According to interviews the author conducted with several volunteers, it was found that the Chairperson of HIVE was able to inspire members, as well as being able to mobilize existing resources to advance the Human Initiative movement in a quality education program for orphans in Bengkulu City, such as building a wider network. This is because the chairman of HIVE is an organizational activist so many networks have been built. In addition, the chairman of HIVE also has good emotional stability, so he can create a

harmonious atmosphere in the organization, the chairman of HIVE is also responsible for all work programs that must be completed, by delegating tasks to people who have the capacity who will then be in charge of activities.

According to (48) says that there are several leadership styles, namely (1) Autocracy / Authoritarian, (2) Laissez-Faire, and (3) Democracy. In line with what was done by the head of HIVE Bengkulu, when viewed from its characteristics, it is included in the Democratic leadership style, and its implementation is called a participatory leader, which is a leadership style whose strength lies in the active participation of members. In this style, the leader will respect each member and consider them as human beings who have abilities, willingness, interests, thoughts, and opinions that may be different from one another, so that all members must be empowered according to their respective passions. The leadership style provided by the leader to members has a positive effect on member satisfaction, as evidenced by the results of field findings, so when the leader can bring a good leadership style, it will affect the success of running the work program so that the beneficiaries will also feel satisfied with the services that have been provided by volunteers to the beneficiaries of the HOME scholarship.

The head of HIVE Bengkulu also has an open attitude and is willing to provide opportunities for members to take an active role in making plans, making decisions, and evaluating their performance, besides that the head of HIVE is also able to play a role as a mentor, assisting in the program and as a director who provides instructions to his members, not only that in his leadership the head of HIVE Bengkulu also provides support to the most active members by giving awards as the best volunteer at the end of each year, that way it will provide enthusiasm and motivation to volunteers to be able to complete the tasks that have been given.

3.3. Resources and resource mobilization

There are five resources according to (30,32,41), namely, moral resources, cultural resources, social organization resources, human resources, and material resources. In carrying out and developing the Human Initiative movement in this quality education program, the Human Initiative Bengkulu institution utilizes the resources it has in the surrounding community. In this case, the moral resources in question are in the form of sympathy support or support from well-known figures.

Sympathy support can be seen from the many donations made by the community for the continuity of the program. Under the findings in the field, the community can well accept the Bengkulu HOME Learning Center in Malabero village, besides that the parents of the beneficiaries are also happy to participate in counseling activities held by the Bengkulu Human Initiative. Furthermore, cultural resources, in this case, the cultural resources mobilized by the Human Initiative Bengkulu institution are by involving young people in driving the organization and activities of the Human Initiative movement in a quality education program for orphans in Bengkulu City, which is implemented at the HOME Learning Center. The involvement of young people is an important value because young people are people who have high enthusiasm and willingness to carry out organizational activities. On average, the youth who volunteer are local youth, which can also be an advantage as they can approach the HOME Learning Center Bengkulu scholarship beneficiaries. Another cultural resource is the use of social media which is used as a means of promotion and information for the general public about the existence of activities at the HOME Learning Center Bengkulu. To go down to the

field to meet with students, volunteers also make various kinds of preparations, where they make preparations, then assess the material that will be delivered to students, whether it is feasible, with what kind of method, etc. Next is the division of PJs for each learning session. Next, the division of PJs for each learning session, then the program implementation stage or program implementation, and finally the evaluation to find out the shortcomings and improve the performance at the next meeting.

Third, social organizational resources which include social networks and Human Initiative Bengkulu institutions in utilizing and mobilizing resources to develop the Human Initiative movement in a quality education program for orphans in Bengkulu City. It cannot be denied that the Bengkulu Human Initiative Institute has many networks with organizations both locally and internationally, such as UNHCR, the United Nations Refugee Agency which takes care of saving lives, protecting refugees, promoting rights, and finding solutions for refugees, then there is also the World Zakat Forum, which is a forum for coordination and cooperation of the world association of zakat organizations, Habitat for Humanity, CWS, etc.

Fourth, the mobilization of human resources, which in this case is under the findings in the field where there are 124 volunteers where 15 volunteers focus on the HOME Learning Center assisted by 25 Children volunteers, which can be seen in terms of human quality in the movement where most of the resources incorporated in the movement are people who are pursuing undergraduate education, and some are even working, so that each member has their competencies according to their educational background. However, in this resource mobilization, the author found that some volunteers were still inactive because they had other activities on campus, this is in addition to being volunteers, they are on average students who are still active in their respective campus organizations, but this does not affect the continuity of the program, because when there are volunteers who cannot attend because they have activities outside the organization, they will immediately be replaced with other volunteers. Such things can be minimized so as not to disrupt the process of running a quality education program for orphans in the Malabero Fort area, before going to the field, first checking the number of human resources is sufficient or not, then adjust the capacity of resources with the material to be presented, as well as making the same perception or briefing before running the program so that it runs according to what is targeted.

Finally, there are material resources, which are capital or financial in nature. This is an important part because it is from these material resources that the existence of the program can take place, in the implementation of the Human Initiative movement program in a quality education program for orphans in the City of Jakarta.

3.4. Networks and participation

Social networks are one of the binding factors for most (about 60% to 90%) members of religious and political organizations also states that a social network is a social structure consisting of a set of actors and a complex set of educated ties between these actors (32,49–52). Based on the results of research in the field on the aspects of network and participation of the Human Initiative Institute, it has several donors but those who focus on education, especially at the HOME Learning Center, in the aspects of network and participation are the ODOT Bengkulu community, Asyamil Bengkulu and the OTA (Foster Parents) program as well as individual/individual donors for the beneficiaries of the Bengkulu HOME Learning Center, this

indicates that the Human Initiative Bengkulu in carrying out its program is optimal, because it has fulfilled the aspects of network and participation.

3.5. Community opportunities and capacity

One approach that explains the power and emergence of local community organizations as a basis for collective action is the resource and organization approach (Jenkins, 1983; McCarthy et al., 2016; Sampurnano, 2020). State that resources often come from external sources or local communities, whether private, non-profit, or funds to support activities and programs (52,53). The ability to utilize external sources of funds depends on the network of relationships within the community or more specifically the local community.

Some of the opportunities obtained by the Human Initiative to establish the HOME Learning Center in the Benteng Malabero area are by looking at the conditions in the Benteng Malabero area which is, in fact, a coastal area and also a market area that can be known together that market and coastal culture is known to be harsh and rough so that the Human Initiative chose the Benteng Malabero area to establish the HOME Learning Center because it felt that it needed help. Not only is the culture harsh and rough, but the average child graduating from elementary school no longer continues his education to a higher level but chooses to help his parents become fishermen or sell in the market, this will affect the future of the nation's children if it drags on like that.

To respond to the existing opportunities, before establishing the HOME Learning Center, several strategies can be carried out to realize the halfway house, quoted from the community empowerment module of the Ministry of Education and Culture, as follows:

1. Appropriate approach method

The approach taken, namely the empowerment approach, centers on training the community to overcome helplessness to become more empowered, so in this case the Human Initiative agency provides education about the HOME Learning Center until it gets full trust from the community.

2. Good communication

The empowerment process will run well if there is good communication between the community and the Human Initiative Bengkulu, so the Human Initiative Bengkulu always schedules meetings to report on the development of their respective children.

3. Continuous assistance

There is continuous assistance to ensure that the program is carried out properly so that the objectives can be achieved, namely being able to develop children's talents, develop morals/character in children, foster a sense of discipline, etc.

4. Beneficiary-focused

Focusing on providing services and learning that is fun and educational. In carrying out the work program of the Human Initiative Bengkulu institution which is contained in the HOME program, if seen from the findings in the field, where the enthusiasm of the community is quite good with the HOME Learning Center shelter because it is felt that it can help the community in providing care and learning needs for their children, besides that at the HOME Learning Center they can also play while learning, which makes children not easily bored because of activities that are only monotonous, apart from learning activities at HOME, there are also HOME scholarships, and the OTA (Foster Parents) program which can help orphans meet their educational needs.

In the interview activities with the parents of the beneficiaries, the researchers also found that there were differences before and after the existence of HOME, where the parents of the beneficiaries also gained knowledge about the importance of supporting their children's learning activities because the Human Initiative Bengkulu Institute also held parenting education activities for the parents of the beneficiaries so that they understood and realized how important education was for children. With the activities at the HOME Learning Center shelter that have been described, the Human Initiative movement in this quality education program for orphans in Bengkulu City can survive and be accepted by the community.

Conclusions

The Human Initiative movement's quality education program for orphans in Bengkulu City has shown optimal progress, despite some challenges. An analysis across five key aspects indicates that while human resources and social movement organization are less than ideal, they do not significantly hinder the program's overall success at the HOME Learning Center Bengkulu. Key obstacles include a lack of volunteers in program activities and an absence of regulations enforcing volunteer activism. The movement's leadership, spearheaded by Rio Aprianto, demonstrates effective guidance and resource mobilization, leveraging extensive networks and community support. The engagement of youth, community donations, and strong partnerships further contribute to the program's momentum. Despite areas for improvement in volunteer management, the Human Initiative's quality education program continues to receive significant community support and plays an essential role in fostering educational opportunities for orphans in Bengkulu City.

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