

**Communication Strategies for Accessible Education by Non-Government
Organizations in East Bali Poverty Project**



FINAL THESIS

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AGREEMENT SHEET

THESIS

**Communication Strategies for Accessible Education by Non-Government Organizations
in East Bali Poverty Project**



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It has been given permission by the thesis supervisor to be tested and defended in front of the thesis examiner team.

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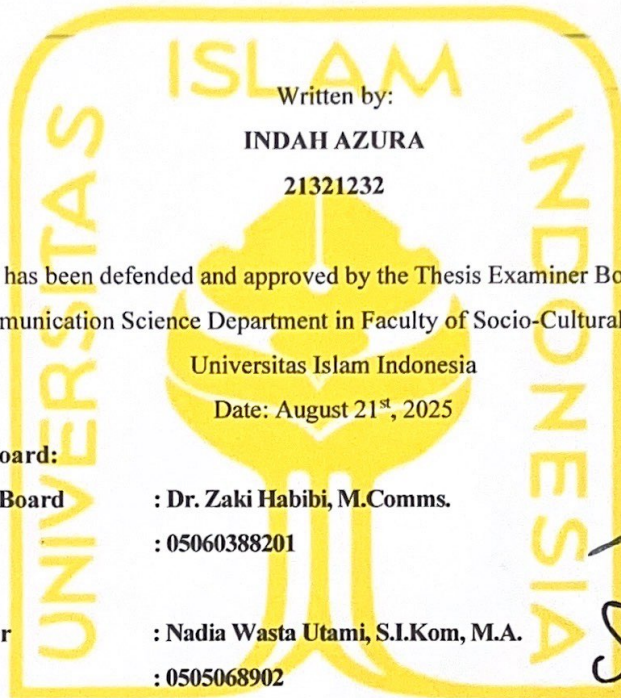
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VALIDITY SHEET

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STATEMENT OF ACADEMIC ETHICS

Bismillahirrahmanirrahim

Signing below, I:

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Through this letter I stated that:

1. During the process of accomplishing this thesis research, researcher did not perform academic frauds in any kind of form, such as plagiarism, involving others in making the thesis, or any kind of violations which are contradicting the academic ethics highly upheld by Islamic University of Indonesia.
2. Therefore, this thesis is a pure form of my scientific work as a student and a researcher, and not involving other people/parties.
3. Should be there any occasion, after I graduate from the Communication Science Department in Faculty of Psychology and Socio-Cultural Science of Islamic University of Indonesia, which states that this thesis has strong evidence of being a plagiarism work of conducting academic frauds, I will be responsible for all the consequences and academic sanctions that has been set by the Islamic University of Indonesia.

Hence this statement is truly sincere

Yogyakarta, April 17th 2025



Indah Azura

21321232

MOTTO

“Great things are done by a series of small things brought together.”

-Vincent Van Gogh

“Start where you are. Use what you have. Do what you can.”

-Arthur Ashe

“Live as if you were to die tomorrow. Learn as if you were to live forever.”

-Mahatma Gandhi

Dedication

I dedicate this work to:

My family, myself, and everyone who walked this journey with me, offering their support.

FOREWORD

Alhamdulillah rabbil alamin. In the name of Allah, the Most Gracious and the Most Merciful.

Praise be to Allah SWT, the Most Merciful and Most Gracious, who bestowed upon me the resilience to endure challenges, the patience to persist, and the guidance to find clarity amid uncertainty. Achieving this important milestone in my academic career fills me with deep gratitude. Completing this thesis was a complex journey, marked by moments of uncertainty, nights that stretched endlessly, countless revisions, silent tears, and treasured instances of clarity. Despite moments of self-doubt and the heavy burden of expectations, I continued forward, step by step, sustained by my faith.

This thesis represents more than just academic work, it is the culmination of years of learning, growing, stumbling, and rising again. It is a testament to the challenges that shaped me and the resilience that carried me. I vividly remember countless hours spent working in front of a laptop, accompanied by numerous cups of coffee in moments of solitude, and the moments of clarity that rose above the feeling of tiredness. I remember the people who stood by me, who listened when I needed to be heard, who gave me space when I needed to breathe, and who believed in me when I struggled to believe in myself.

1. First and foremost, to my dearest family: Alm. Kartini (Mama), Eka Budi Ariawanto (Papa), and my beloved siblings you have been my greatest supporters since day one. Mama, thank you for your endless prayers for me. From this little child of yours, I know this is one of your dreams that has now come true. Papa, thank you for your strength, your belief in my potential, and for always reminding me to keep my feet grounded. To my siblings, thank you for bringing laughter into my most stressful days, and for being my silent cheerleaders in your own ways. Everything I do, I carry your love with me.

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for all of you.

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And lastly, to every soul, seen or unseen, who has sent prayers, positive thoughts, encouragement, or acts of kindness, whether big or small, thank you. You may never know how much your support meant to me, but please know that you have helped me reach this moment in more ways than one.

This thesis is not just a requirement; it is a reflection of a journey of lessons learned, resilience tested, friendships deepened, and a heart grown stronger. I hope that in whatever small way, this work contributes to something meaningful.

Yogyakarta, April 17th 2025

A handwritten signature in black ink, appearing to read 'Indah Azura', with a stylized flourish at the end.

Indah Azura

ABSTRACT

Accessing quality education remains a significant issue in many remote parts of Indonesia, where geographical challenges and limited infrastructure prevent the even distribution of learning opportunities. This study focuses on the role of communication in addressing these barriers by examining the East Bali Poverty Project (EBPP), a grassroots initiative based in Manikaji, East Bali. It seeks to analyze how EBPP applies communication strategies to promote more inclusive educational access. Employing a qualitative methodology, this study gathered data through semi-structured interviews with the founder of the East Bali Poverty Project (EBPP). The findings uncover that EBPP has created a strong establishment of believe and interest by utilizing narrative-driven messaging, open discourse, and reliable organizations with community individuals and worldwide supporters. This approach has played a crucial part in mobilizing continuous support and advancing educational activities in marginalized communities. Moreover, the organization emphasizes community association, guaranteeing that the beneficiaries are effectively take an interest within the decision-making process. Effective communication cultivates long-term associations that are key to overcoming the challenges faced by rural communities. The study concludes that strategic, context-based communication is significant in progressing instructive get to in inaccessible regions. Future research might investigate the points of view of beneficiaries or compare EBPP's demonstrate with other grassroots activities in Indonesia.

***Keywords:* Communication Strategy, AISAS, Education, Rural, Bali, Qualitative**

CHAPTER I

INTRODUCTION

A. Study Background

Education is a fundamental human right and one of the foremost effective implies of social mobility, personal development and long-term national improvement. In a progressively globalized and interconnected world, education no longer serves a special work of knowledge transfer. It may be a component for empowerment, the premise of basic thinking, and a way of completely participating in bourgeois, financial and political life. Hence, access to high-quality education is more than a political issue. It reflects the country's commitment to value, equity and sustainable progress. However, access to education remains uneven in numerous parts of the world, including Indonesia. The country has made significant progresses in expanding enrollment rates and moving forward literacy over the past 20 years, but there's still a significant gap, particularly in rural and remote and marginalized communities. In many remote regions of Indonesia, children face significant disadvantages that stem almost entirely from where they happen to live. Weak roads, long distances to the nearest school, a shortage of textbooks, and the inability to attract qualified teachers together create a stubborn set of obstacles that prevent students from gaining fair access to an education comparable to that enjoyed elsewhere.

Data published by Badan Pusat Statistik (Central Bureau of Statistics) show that rural districts routinely record lower net enrollment figures and much poorer school facilities when assessed against their urban neighbors. Those statistics are not simply about poor record-keeping, but larger-scale trend of unfairness that defines education as a privilege politely distributed to a fortunate few, but not the equity to which all children are entitled. When it is summed up, the outcome is fatal circle like growing rates of dropouts, intergenerational poverty and permanent barrier to economic and civic prospects which causes a country to elevate.

In the past few decades, the provision of education facilities and the general service

delivery has been increased by the national and the local government in Indonesia leading to a fairly significant increase in the literacy and enrollment, especially in the metropolitan centers. These achievements have been much less visible in the rural and remote districts; there are still high levels of inequality. Village classrooms are usually located in decaying, poorly equipped buildings, textbooks are often out of date, and the teaching staff versus pupil ratio is very often unsustainable, in comparison with city schools. Wide shares of teachers are also hired to work only on contract and in the most cases, they are not as highly trained in comparison to those who work in big cities. As a result, children that grow up in these communities end up completing schooling with low qualifications and low self-confidence thus hindering their subsequent economic prosperity. Comprehensive sealing of this gap will demand actions that are specific to the unique landform, the societies and financial features of every area.

Indonesia strives to establish an educational system as equitable and impregnable as possible, although each time it comes to the implementation of the desire, one must fight spatial and economic limitations. Many schoolchildren have long arduous routes to their schools in many rural regions. There is the lack of the public transport and quite some financial pressure of getting to work, buying uniforms and organizing supplies, which adds strain to already strained family budgets. These issues are most pronounced in Eastern Indonesia, where crumbling roads coincide with some of the nation's highest poverty rates and where schools are all too frequently both distant and under-resourced. In the most isolated villages children trek for hours on foot or by motorbike each morning, while others are simply kept at home because parents cannot afford the trip. Such limited access stifles individual opportunity and thwarts national efforts to fulfill the Sustainable Development Goals, especially SDG 4, which calls for inclusive and equitable quality education for all by the end of the decade.

One of the areas that explains these challenges most clearly is Ban Village, located in Karangasem Regency, Bali. The village consists of 19 hamlets scattered across the steep, remote slopes of Mount Agung and Mount Abang. Ban Village is isolated geographically and has been overlooked by traditional development programs. In 1998,

Ban conditions were extremely serious: no access to drinking water, no medical services and no official schools. The illiteracy has spread, and chronic malnutrition and endemic diseases are part of everyday life. The community has really been cut, both physically and socially, from the rest of the island. Initiated by David J. Booth, a British and long-standing human resident from Bali, EBPP begins as a local response to emergency and dissatisfied needs. Since the establishment in 1998, East Bali Poverty Project has worked to empower communities in Ban Village through integrated programs in education, health, clean water access, sanitation, nutrition, and sustainable livelihoods.

One of the most transformative initiatives is the program “Relevant Education for Remote Mountain Schools”. In contrast to traditional education models, this initiative is based on the reality of distant life. It directly brings contextual, accessible and practical learning to children left in the formal education system. The curriculum is adapted to cover local needs, health education, environmental awareness, life adeptness and cultural values.

EBPP’s work in Ban is more than just the delivery of administrations. It speaks to a move in how education is envisioned, executed, and communicated in separated communities. Their success depends intensely on their capacity to build believe, maintain discourse, and cultivate long-term partnerships with both the community and external supporters, including donors and worldwide institutions. In this sense, communication plays a crucial part. Communication plays a crucial part not as it were in raising awareness and securing assets, but moreover in guaranteeing transparency, strengthening neighborhood participation, and making a shared sense of ownership over the educational process.

B. Problem Formulation

The disparities in access to quality education in remote areas of Indonesia continue to raise concerns about equity and development, especially in regions where infrastructure and formal government services remain limited. In order to understand the extent to which communication plays a role in advancing inclusive education in such isolated settings, further investigation is needed. This study therefore seeks to explore two main questions:

1. How does EBPP collaborate with local and international stakeholders to support its communication and education programs?

C. Research Purpose

This research focuses on EBPP's communication methodologies and how they are utilized to support, maintain, and grow comprehensive education. This inquiries about aims to reveal how communication capacities as a tool for promotion, mobilization, and empowerment. Through this case study, the research trusts to contribute to a broader understanding of how key, socially responsive communication can offer assistance bridge the gap in educational value over Indonesia's differing and geographically challenging scene.

D. Research Benefits

1. Academic Benefits

This research will provide important insights into the communication procedures utilized by the East Bali Poverty Project (EBPP) in advancing open education. This study aims to deepen the basic understanding of the role of communication strategies in supporting marginalized groups to gain access to education, especially in rural areas of Indonesia. This study examines the approach taken by EBPP to pinpoint the essential elements that contributed to the success of its educational programs and outreach efforts, thereby providing new insights into the overlap between communication strategies and development work.

2. Practical Benefits

The research paper attempts to boost the EBPP and other similar initiatives that might expand educational opportunity in Indonesia. Having critically analyzed the performance of the existing communication channels available at EBPP, the study comes up with tangible, workable suggestions that are aimed at facilitating an expansion of the reach and development of stronger connections with the people

who have so far remained underserved. The results also provide directions to schools and universities on how to build educational programmes both more inclusive and more locally contextual. This knowledge allows the multi-stakeholder-partnerships to plan their actions with an increased level of accuracy to support the specific needs of these underserved populations.

E. Literature Review

1. Previous Research

a. Peran United Nations Children’s Fund (UNICEF) dalam Peningkatan Kualitas Pendidikan di Papua Tahun 2020-2021 (Indriani, 2023)

While existing research has examined the role of universal organizations in education, there is still a significant gap in understanding the specific communication procedures used to advance accessibility and inclusivity. Indriani's study (2023), titled "*Peran United Nations Children's Fund (UNICEF) Dalam Peningkatan Kualitas Pendidikan di Papua Tahun 2020- 2021*" (The Role of the United Nations Children's Fund (UNICEF) in Improving the Quality of Education in Papua in 2020–2021). In addition, this report also highlights various problems in the education system in Indonesia, especially in Papua, namely poverty and limited resources that hinder access to decent education due to cultural diversity.

In spite of the fact that Indriani’s think about focuses on Papua, the issues highlighted such as poverty, lacking infrastructure, and social marginalization are moreover significant in East Bali, where the East Bali Poverty Project (EBPP) works. EBPP's mission closely adjusts with the destinations talked about in Indriani's study, pointing to overcome similar educational boundaries through community-driven activities.

Indriani’s study offers a wide diagram of the part of worldwide

organizations in moving forward education quality but does not focus on the particular communication procedures utilized by these organizations. Typically, where the current research looks for to address this crevice. By investigating the communication methodologies utilized by EBPP in East Bali, this research points to get it how these organizations tailor their messages to overcome the special challenges faced by marginalized communities. While the challenges in Papua outlined by Indriani are significant, the strategies employed by organizations like EBPP in East Bali offer insights into how grassroots organizations communicate their educational initiatives more effectively at a local level.

This study continues the work of Indriani by taking a more focused look at EBPP's communication practices. Rather than highlighting general education issues, this study specifically emphasizes how EBPP builds solid relationships with local communities and adapts its communication messages to meet the specific needs of the communities it serves. By examining the internal communication practices of the organization, this research seeks to yield both foundational and detailed insights that can guide the formulation of sustainable core strategies. The current results have been developed not only to better the internal organization operating model but also serve as a standard-bearer to foreign organizations directly involved in advancing the cause of inclusive education promotions across Indonesia.

b. Communication Strategies for Inclusive Education: Lessons from International Organizations' Initiatives in Indonesia (Santoso & Liem, 2022)

The focus of the current paper is the dynamics by which global organizations attempt to promote inclusive education in Indonesia. What is unique about it is its wide qualitative approach that contrasts the rich and thick interviews with a scrupulous analysis of the institutional records, allowing the

researchers to create a set of circulatory mappings between different stakeholders of the information. The results discussed by Santoso and Liem thus help us broaden our understanding of the complex paths through which organizations are trying to make classrooms open to all learners.

In their analysis, they emphasize that effective communication is impossible without sincere collaboration, which makes particular sense when the stakeholders work in the same physical or virtual setting. The authors argue that the essential catalyst in the discussion of inclusive policies into practice is the need to establish good relations with local communities and keep them active and fully involved at all stages. Such an observation shows the way in which communication and collaboration are two strands of a single rope: when one aspect prospers, the other is to follow the trend, producing better educational results. Although the survey of outreach methods provided by the researchers is very informative, they refer the reader inwards as well, to the internal communications avenues, which define the activity of an agent on a daily basis. In looking behind the scenes at the way the guidelines are made, circulated, and implemented, the study attempts to develop a more textured picture of the very structures, which either promote or hinder fruitful encounters.

The topic of this inquiry is how the development agencies that work internationally and focus on community-based developments as the foundation of their activities plan and implement their communication campaigns. Using information on the arguments presented by Santoso and Liem, the paper evaluates the existence of a conspicuous conflict between existing theoretical constructions on organizational communication on one side and pragmatic needs that face in far place endeavours like the East Bali Poverty Project (EBPP).

c. The Strategy of Communication to Develop Tourism in Islamic Education Based on the Heritage of the Islamic Kingdom (Mairita et al. 2023)

Using the AIDDA model as the analytical framework, Mairita et al. (2023) studied how targeting may be used through the systematic communication planning that would help enrich cultural tourism with interests on the part of the public, focusing specifically on the Islamic heritage of the Riau Province. They organize their investigation to understand how well-designed messages through communication planning increase the general knowledge and active involvement of visitors to some important cultural sites. Focusing on the relevance of strategic communication, the authors put their discussion in the five-component model of AIDDA Attention, Interest, Desire, Decision, and Action. This linear, but adaptive model can not only allow the marketers to capture an initial attention of a prospective traveler, but also lead him or her along other phases of interaction, provoke inner desire, and enable him or her to make significant travel decisions, and finally turn the interest into tourist activities.

The results of the study imply that successful communication goes beyond sharing the facts; the real success lies in the ability to develop stories that will resonate with the cultural values of the audience and the activities they routinely experience in their life. In spite of the focus on tourism and cultural heritage protection barriers, the AIDDA model retains significant importance in educational outreach especially in the examined context when trust, cultural sensibility, and intrinsic motivation define key success drivers in remote or underserved locations. Viewing the situation through this lens clarifies how organizations such as the EBPP can deploy focused and compelling messaging to foster inclusive educational initiatives that genuinely engage the communities they aim to support.

The three studies as an entire emphasize the importance of the fundamental part of communication procedures in supporting comprehensive education in Indonesia, particularly for impeded bunches. Indriani (2023) highlights

UNICEF's activities in Papua that center on issues such as poverty and need of infrastructure, but consider gives as it were a limited picture of the particular communication approaches executed. Santoso and Liem (2022) emphasize the significance of collaboration with local partners in regulation communication procedures for comprehensive education, however focus more on the organizational level. In the meantime, Mairita et al. (2023) illustrate the viability of the AIDDA communication demonstrate in advancing Islamic heritage tourism, recommending its potential appropriateness in educational settings to engage rural communities. Whereas each consider gives profitable viewpoints, there remains a crevice in understanding the particular communication procedures utilized by organizations just like the EBPP to advance comprehensive instruction at the grassroots level.

2. Theoretical Framework

a. Communication Strategies

Communication strategy can be understood as a systematic plan that guides how an organization communicates in order to achieve its objectives effectively. According to Steyn & Puth (2000), a communication strategy is “a purposeful, planned approach to communication that ensures alignment between organizational goals, target audiences, and the communication processes used to reach them.” This highlights that communication is not a spontaneous act, but rather a structured effort to deliver messages in ways that build understanding, trust, and participation. Carl I. Hovland stated that communication is a process in which a communicator delivers stimuli in the form of verbal symbols with the purpose of changing another person’s behavior. Similarly, Everett M. Rogers and Gerald R. Miller emphasized that communication involves a source transmitting ideas or messages to a receiver with the intention of influencing the receiver’s behavior (Samosir, 2023).

Communication in contemporary scholarship is understood not only as the

act of sending information but as a dynamic social process of creating and sharing meaning. McQuail (2010) defines communication as the process of increasing shared meaning between participants, while Littlejohn and Foss (2017) describe it as a way of making sense of the world and exchanging that sense with others through verbal and nonverbal messages. More recently, West and Turner (2020) emphasize that communication is a social process in which individuals use symbols to establish and interpret meaning within their environment. These definitions highlight that communication is interactive, contextual, and meaning-centered, making it highly relevant to strategies that aim to engage communities and build long-term understanding.

A communication strategy typically involves several essential steps:

1. Identify the Goal

Determine what the organization wants to achieve through communication (e.g., raising awareness, building trust, encouraging participation).

2. Understand the Audience

Define the target audience and analyze their characteristics, including needs, cultural background, language, and habits.

3. Create Key Messages

Craft the central messages that the audience should clearly understand and remember.

4. Choose Communication Channels

Select the most suitable media and methods to deliver messages (e.g., interpersonal meetings, social media platforms, printed materials, or websites).

5. Decide the Tone and Style

Adjust the communication style to the audience. This may involve being formal, friendly, or using local languages to ensure relatability.

6. Plan the Timing and Frequency

Set the right time and frequency for communication, ensuring that messages reach the audience when they are most receptive.

7. Deliver the Message

Implement the communication plan consistently, ensuring clarity and alignment with organizational objectives.

8. Evaluate and Adjust

Monitor the effectiveness of communication, gather feedback, and adapt the strategy to improve outcomes.

It can be concluded that communication strategy is a deliberate and systematic plan that integrates goals, audiences, messages, channels, style, and timing into one cohesive process to achieve organizational objectives effectively. A communication strategy is not limited to the act of transmitting information, but also emphasizes how messages are designed to foster understanding, build trust, and encourage participation. It combines persuasive elements that can influence behavior with participatory approaches that create shared meaning and long-term relationships. In practice, communication strategies ensure that organizations are able to adapt their messages to diverse stakeholders, remain consistent in delivery, and evaluate their impact for continuous improvement. Ultimately, communication strategy functions as a comprehensive framework that transforms communication from a simple exchange of information into a powerful tool for achieving sustainable change and social impact.

b. Strengths and Weaknesses of Current Communication Strategies

It is crucial to learn more deeply about the present achievements and the dilemmas accompanying the communication of inclusive education to be able to

develop improved models. At that, Indriani (2023) analysis can be used as a useful reference, and the discussion below will consider the evaluation of the communication ways practiced by foreign agencies on a territory of Indonesia. An outstanding quality of these strategies is their ability to foster awareness and create a debate on inclusive education among broad-based stakeholders- such as government officials, teachers, parents and local leadership. By supporting the growth of awareness about the subject of inclusive education and offering practical capacity-building sessions, flashy promotion activities and the like, these organizations illuminate the fact that inclusive education does not only make individuals empowered but enhance the overall national developmental goals. Also, these methods of communication will help in the mobilization of resources, which will make the work of project managers less challenging in trying to get funds and continued support to the inclusive education programs.

Proper communication campaigns that have helped in explaining why inclusive education is essential, have seen many organizations get the support of donors, governments and other powerful organizations. These organizations have expanded sources of funding and strengthened institutional financing of the need to expand access into education by presenting these arguments in a compelling way. In addition, this communication has had policy effects by shaping discourse and creating awareness of what officials on the national and regional levels should decide. However, the difference is huge. In most cases, the key messages of outreach activities are lost among citizens of underrepresented or distant locations, although outreach events are conducted. This miscommunication is related to the limited language skills, inadequate supporting infrastructure, and content that do not consider the local cultural sensibility. As a result, many communities remain left out in the same programs aimed to help them.

Many communication programs fail due to the need to rely on short-term or ad-hoc campaigns that are unable to spur long-lasting interest among the audience. To promote the message and implant inclusive culture inside an

organization, there is a necessity to abandon short-term, ad hoc planning to concentrate on communication as an auxiliary aspect of one limited project. This conformity should also be observable in the regularity of the messaging as well as in approaches and templates.

This is because material that ignores cultural standards, does not consider different positions of people or stays out of reach of those with disabilities, inadvertently pushes the already marginalized groups further towards the margins. To overcome this imbalance, one will require methodology that combines inclusivity and long-term sustainability in a way that shifts during the early stage. After the re-assessment of the communication practices will have been carried out, international agencies will be much better placed to facilitate the adoption of inclusive education in Indonesia.

c. Promoting Accessible Education in AISAS Model

The backbone and a well thought out communication are the foundation of a program that aims at expanding access to education among the population living in remote and secluded areas. Presenting information is not an assurance that awareness is created; awareness can and should be cultivated by messages that are thoughtfully developed and strategically passed and in conjunction with local dynamics. Communication therefore should not be limited to the presentation of nothing but dry facts but must include emotional appeal and real cultural appeal in a manner in which recipients feel that they are being listened and appreciated as opposed to being presented information.

The AISAS framework, developed as a refinement of earlier communication and marketing models, offers a contemporary structure for understanding how audiences engage with messages in the digital era. The acronym stands for Attention, Interest, Search, Action, and Share, representing a sequential yet interactive process that reflects how people encounter, process, and

act upon information. Unlike traditional models such as AIDDA (Attention, Interest, Desire Action), which emphasized linear persuasion toward action, AISAS acknowledges that audiences today play an active role in evaluating messages, seeking further information, and disseminating their own experiences to broader networks. This shift makes the framework highly applicable not only in consumer behavior studies but also in fields such as education, health communication, and community development, where engagement and advocacy are crucial.

The first stage, Attention, emphasizes the importance of creating stimuli that can immediately capture the focus of the target audience. This may be achieved through compelling visuals, culturally relevant narratives, or emotionally resonant content. Once attention is secured, the process moves to Interest, in which communication seeks to deepen curiosity and motivate the audience to want to know more about the opportunities being presented. Interest is sustained through storytelling, credible information, and highlighting potential benefits that align with the audience's needs and aspirations.

The addition of the Search stage distinguishes AISAS from earlier frameworks. In today's information-rich environment, audiences do not rely solely on messages delivered by communicators; instead, they actively search for validation and deeper knowledge through online platforms, social networks, and interpersonal exchanges. This stage reflects the agency of audiences, as their independent exploration plays a central role in shaping attitudes and decisions. For communicators, this implies the need to ensure that accurate, accessible, and trustworthy information is available across multiple platforms to support this process.

Following this is the Action stage, where the audience translates awareness and interest into concrete behavior. In the context of education and outreach, this may involve enrolling in programs, attending informational

sessions, signing up for training, or encouraging family members to participate. Clear instructions, realistic expectations, and supportive resources are necessary to ensure that action is both feasible and sustainable.

The final stage, Share, reflects the participatory nature of modern communication. Audiences who have engaged in an initiative or experienced its benefits often become advocates by sharing their experiences with peers, families, or wider networks, whether face-to-face or through digital platforms. This sharing process significantly amplifies the original communication, extending its reach and credibility. In community-based initiatives, the share stage fosters collective ownership, where individuals not only benefit from programs but also contribute to spreading awareness and motivating others.

Overall, the AISAS framework highlights that communication today is not a one-way act of persuasion but a cyclical and interactive process where audiences co-create meaning, validate information, and act as secondary communicators. This makes AISAS particularly valuable as a theoretical framework for strategies that aim to expand participation, build trust, and ensure long-term sustainability, especially in marginalized or underserved communities. By incorporating the elements of search and share, communicators are better equipped to adapt to modern audience behaviors and enhance the effectiveness of their outreach efforts.

F. Research Methodology

According to Sugiyono (2010), the research technique can be described as an organized approach to gathering data with specific objectives and applications. The research method relates to the strategy used to collect information based on particular requirements.

1. Research Type and Approaches

The study poses a qualitative research study in a descriptive framework. The qualitative aspect of the research focuses on gaining insights into the processes, experiences, and viewpoints connected to the communication methods employed by the East Bali Poverty Project to enhance access to education in Indonesia. As noted by Mole Ong (2011), the goal of qualitative research is to comprehend the phenomena tied to the experiences of those involved in the study, such as their actions, perspectives, motivations, and more. Creswell and Imam Gunawan (2013) contend that qualitative research serves as a means to formulate knowledge claims based on a specific viewpoint or through an engaging perspective. The descriptive framework facilitates a thorough and intricate investigation of these strategies, delivering valuable insights into the practices specific to the context and their effectiveness.

2. Research Schedule

a. Research Location

This study was conducted remotely, utilizing online communication tools to assemble information from key sources. Rather than in-person hands on work, the analyst conducted interviews through Zoom to suit calculated imperatives and guarantee adaptable get to members. The essential organization chosen as the investigate center is the East Bali Poverty Project. Whereas the inquire about did not include coordinate visits, the organizational address is given for reference: Jl. Tunjung Sari No.2YZ, Padangsambian Kaja, Kecamatan Denpasar Barat, Kota Denpasar, Bali 80117, Indonesia.

b. Research Time

The information collection stage of this inquire about was conducted in December 2023, with the key meet held through Zoom on 20 December 2023. This timing was chosen to guarantee adequate arrangement and to adjust with the accessibility of the interviewee. The broader inquire about prepare, counting information investigation and composing, is planned to require put between

October 2024 and January 2025 in understanding with the by and large timeline for proposal completion.

3. Research Informants

The sole informant for this study is Mr. David Booth, the founder of the East Bali Poverty Project (EBPP). As the author and long-time pioneer of the organization, Mr. Booth has broad information and firsthand involvement with respect to the improvement and usage of communication procedures pointed at advancing available instruction in remote and underserved communities in Bali, Indonesia. Through his experiences, the research captures an in-depth understanding of how EBPP has engaged with nearby communities, givers, and other partners to advocate for comprehensive instruction.

In addition to Mr. Booth, supplementary perspectives were obtained through secondary data, particularly from EBPP's official publications and online resources. For instance, statements from Ms. Yusli Harini, EBPP's Health Team Leader, provide further context on the organization's community outreach and integrated approach to education and health. Including these additional voices ensures that the analysis is supported not only by the founder's perspective but also by other key members of the organization, thereby enriching the credibility and depth of the findings.

4. Data Collection

Information collection plays a significant part in conducting inquire about, because it is fundamental for getting the essential data to meet the study's goals. Agreeing to Creswell (2014), information collection includes different strategies, counting perception, interviews, record examination, and the utilize of audio-visual materials. It could be an orderly handle of gathering and measuring significant data to address particular inquire about questions, test speculations, and assess results. In this study, the analyst utilized two essential information collection strategies: perception and in-depth interviews. These strategies are especially compelling in subjective research, as they permit the analyst to remain closely associated to the

subject of study and pick up a more profound understanding of individuals' encounters and perspectives.

a. Interview

Due to geographical and logistical limitations, Mr. David Booth, the founder of the East Bali Poverty Project (EBPP), conducted a semi-structured interview over Zoom on December 20, 2023, as the primary source of information for this study. Although face-to-face communication can frequently be more productive, the Zoom platform allowed for real-time dialogue, visual engagement, and the chance to establish a relationship with the informant.

A semi-structured interviewing approach allowed the researcher to structure the interview with the help of somewhat flexible prompts and provided Mr. Booth with a sufficient level of freedom to express his own reflection, thoughts, and experience in detail. The discussion involved a variety of areas, including the design and implementation of communication plans in EBPP, the challenges faced in promoting inclusive education, the interactions that EBPP has with the targeted communities and stakeholders.

With the consent of the people who were interviewed, the interviews were also recorded using Zoom to carry them out in case a correct copy of the writing had to be done and to conduct a detailed analysis in the future. This practice aligns with the idea expressed by Creswell (2013), which relates to the importance of rigorous qualitative research, it focuses more on the accumulation of rich and situational data, which present the essence of living experiences encountered by the participants in the interview. This approach enables them to learn more about the target phenomenon.

b. Digital Observation

Online observation has played a very broad role with the qualitative inquiry, especially in finding out how organizations have their communication

programs handled through virtual space. Expanding the previous works, Kozinets (2010) suggested the term netnography that provided the systematic approach to research the social interaction and community-building processes in online communities. Through the analysis of the posts, commentaries and threads, researchers can recognize patterns in organizational messages, reactions coming out of the audience members, and creation of meaning through mutual influence or co-construction. In that regard, netnography compliments more traditional qualitative methods, e.g. interviews and face-to-face observations, by giving a naturalistic snapshot in real time of live online discussion.

Through digital observation, this examination explores the approach taken by the organization to use its web site, social-media sites as well as electronic publications as a medium to reach out. We will systematically analyze posts, campaign materials, user comments, and engagement metrics in order to gauge the overall effectiveness of these communication efforts. The researcher will also examine content formats including videos, infographics, blogs, and newsletters to explore the use of narrative, design, and distribution in reaching target audiences. These digital insights will help support and enrich the findings from interviews and fieldwork, offering a fuller view of how international organizations are promoting inclusive education in Indonesia.

c. Documentation

In this study, the documentation prepare includes collecting a variety of materials such as composed writings, photographs, recordings, and other important varying media substance that adjust with the inquire about center. These sources help give setting and deliver a clearer picture of how communication techniques are really actualized within the field. One of the key strategies utilized is computerized perception, where the analyst assembles screenshots, visuals, and online action from instructive websites or social media. This makes a difference track how messages are displayed and how audiences connected with them.

These advanced materials uncover not as it were the tone and approach of the communication but too how well they interface with their planning gathering of people. Nearby this, the research draws on a run of scholastic writing, counting diaries, books, and organizational reports, to back and improve the examination. Combining these distinctive sources permits for a more total and well-grounded understanding of how comprehensive instruction is being communicated, particularly in ranges that are frequently ignored or difficult to reach.

5. Data Analysis Technique

In this research, the Creswell (2013) information investigation winding was utilized to analyze already collected and handled information. Information analysis concurring to Creswell (2013) regularly includes a few key steps:

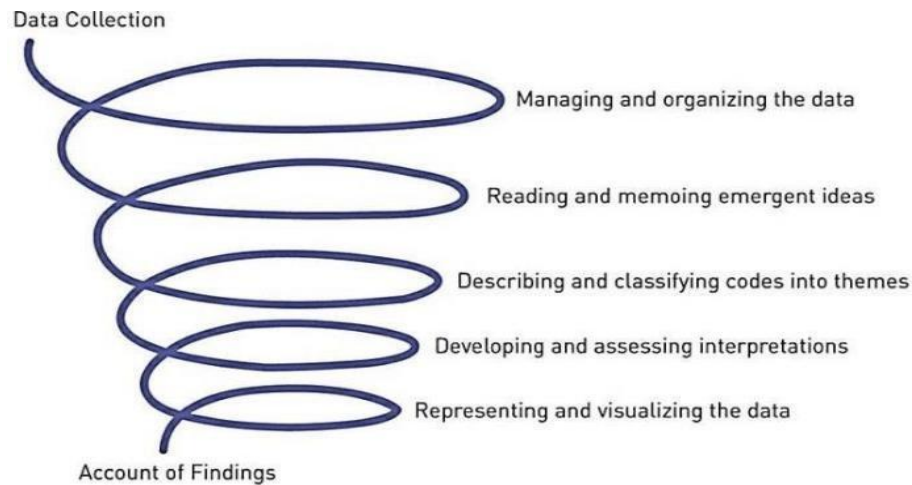


Figure 1. 1 data analysisist spiral model by John W. Creswell (2013)
(Source: The capture at Research gate)

a. Managing and Organizing

Organizing and preparing the gathered data methodically comes first in data analysis. This entails organizing, encoding, or categorizing the data in a manner that makes it easy to move into later phases of study. To ensure consistency, researchers may need to clean the data by removing irrelevant information, correcting errors, or standardizing the format. To make analysis

easier, the data can also be organized by type such as interviews, surveys, field notes, or by research question. Proper data preparation is a fundamental requirement to support a comprehensive and detailed analytical process.

b. Coding the Data

Once the data had been systematically organized, the investigator proceeded to the coding stage in order to identify recurring themes, patterns, and meaningful segments. Coding involves tagging specific excerpts with descriptive or conceptual labels that capture the core ideas they express. These codes can be fashioned either deductively, following the original research questions, or inductively, arising organically during the analytical process. By breaking the data into smaller, labeled pieces, the researcher is able to manage its complexity and quickly spotlight sections that are relevant to the study's aims. Because of these functions, coding serves as a foundational step that not only orchestrates the immediate analysis but also steers later interpretation and synthesis of the findings.

c. Identifying Themes

After the coding phase has been finalized, the researcher turns to the next stage of analysis by scrutinizing the coded segments for patterns that appear repeatedly throughout the dataset. This process entails clustering similar codes and exploring the relationships among them in order to surface larger conceptual ideas. Pinpointing these themes is essential because it distils the deeper meaning embedded in participants' accounts. In many cases, the resultant themes serve as the study's principal findings and furnish the empirical backing required for the research questions or the guiding theoretical lens. Consequently, analysis begins shifting from isolated data fragments toward a more cohesive and holistic interpretation.

d. Interpreting the Data

Once the primary themes have been isolated, the subsequent phase

involves interpreting them vis-à-vis the stated objectives of the research and the theoretical frameworks at play. In practical terms, this entails clarifying the substantive significance of each theme, exploring the connections among them, and situating the findings within broader scholarly debates. The interpretation stage is where the researcher explains why the findings matter and what they reveal about the topic. It requires critical reflection on how well the themes answer the research questions and what new insights they offer. This is the point where raw data is turned into meaningful understanding, helping to deepen the discussion within the field.

e. Reporting

The final step within the information analysis process is detailing the discoveries. The analyst shows the comes about of the investigation in a clear, coherent, and available arrange, such as account depictions, tables, or visual representations. The report ought to highlight the key subjects and elucidations determined from the information, outlining how they address the investigate goals. In a few cases, visual helps such as charts, charts, or charts may be utilized to show complex information more viably. Detailing the discoveries is pivotal since it communicates the results of the consider to a broader gathering of people, giving a comprehensive outline of the examination whereas contributing to the existing body of information. The report should to talk about the suggestions of the discoveries and propose regions for future investigate.

CHAPTER II OVERVIEW OF THE RESEARCH OBJECT

A. History of The Organization (EBPP)



Figure 2. 1 the students with Mr. David Booth
(Source: indonesiaexpat.id)

The East Bali Poverty Project (EBPP) was established in 1998 by David Booth in response to a request for assistance from a village high in the East Bali mountains. The village was secluded and neglected by development, leaving residents without basic necessities such as water, roads, electricity, sanitation, schools, and healthcare. Illiteracy rates were alarmingly high, approaching almost 100% and the community suffered from chronic hunger and iodine deficiencies. In response to the terrible circumstances, the EBPP launched a survey and interviewed over 1.000 families in the area. What emerged from these discussions was an understanding that children's education is the most essential step toward a better future. The families overwhelmingly believed that education would be the key to escape the cycle of poverty in which they were imprisoned. This response resulted in EBPP's initial initiative.

Ban Village had long struggled with a variety of issues influenced by its isolated location and little exposure to official government before EBPP became involved.

Generations of people lived on subsistence and relied on customs to survive because the rough terrain made it difficult to obtain outside resources. Since formal education was viewed to be impractical and unfeasible, children frequently helped their families in the fields instead of going to school. In addition to increasing their vulnerability, the community's disengagement from modern infrastructure and educational systems served to further solidify their feeling of social being excluded. This background explains why EBPP's presence was a significant turning point in the community's history rather than just a type of aid.

EBPP has been devoted to creating long-term solutions to the problems facing the community since the outset. The group broadened its scope of activity to include constructing health facilities, supplying clean water, and enhancing sanitation. Through environmental initiatives that support the responsible management and use of natural resources by the local community, EBPP has also concentrated on establishing sustainable livelihoods over the years. These programs seek to provide long-term stability for next generations in addition to offering immediate help.



(Figure 2. 2 the founder of EBPP, Mr. David Booth)
(Source: eastbalipovertyproject.org)

EBPP is committed to the principle of “helping people help themselves,” which underscores its commitment to empowerment. The organization places great emphasis on the need for projects to be not only sustainable but also reusable by local communities. By prioritizing the transfer of knowledge, skills, and appropriate technologies, EBPP strengthens community agency in managing local development. This strategy cultivates independence and ensures that progress aligns with on-the-ground realities. Through structures maintained by the community itself, the organization supports adaptable and lasting impact. EBPP’s approach to empowerment through capacity-building has facilitated sustainable change and laid a durable foundation for continued development rooted in local ownership.

B. Vision and Mission



*Figure 2. 3 vision and mission illustration
(Source: SeekPNG)*

EBPP’s vision centers on establishing a resilient community that can independently manage and optimize its natural and human resources to attain sustained socio-economic well-being. Its mission is carried out through comprehensive, community-based programs in key sectors such as education, public health, and infrastructure development. The organization actively involves local stakeholders, thereby cultivating a sense of

ownership and enabling communities to become the primary agents of their own development. The principle of sustainability is applied through appropriate technology and capacity building activities, covering aspects of economy, health, and welfare. Through training, tools, and knowledge transfer, EBPP equips communities to meet current obstacles and prepare for the future. This approach helps a sustainable growth cycle and affirms that true development comes from the ability of communities to develop independently.

C. ‘Relevant Education for Remote Mountain Schools’ Campaign



*Figure 2.4 semester 1 report card distribution at EBPP schools
(Source: the capture of EBPP’s Facebook)*

The informant explained that his mission began in 1995 with a determination to find the poorest village in Southeast Asia that was in dire need of assistance. His primary focus was on the health, nutrition, and education of children as foundational

elements for achieving sustainable development. After years of searching, he discovered Manikaji Village, Ban Village, Karangasem Regency, Bali, in 1998. This village as one of the largest in Indonesia, covering an area of 7,900 hectares, larger than Denpasar City. Despite being located on the island of Bali, widely known as a global tourism hub, Manikaji Village is part of the 70% of Bali that has been overlooked by the government due to its lack of contribution to government revenue.

Situated on the slopes of two mountains, the village was extremely isolated. The informant recounted the dire conditions of the village at that time: no road access, no healthcare facilities, no trained medical professionals such as midwives, no basic sanitation, and a community that had never seen a foreigner or even understood the concept of a toilet. Moreover, most residents could not speak Indonesian, relying only on their local dialects. These circumstances reflect the extreme limitations in infrastructure and accessibility faced by the village.

“The people had no road access, they had no access to health care, they'd never heard of a midwife, they'd never heard of a toilet, they'd never seen a white man, never seen a foreigner. I speak Indonesian, I communicate in very simple Indonesian with them, but the majority of those could not speak Indonesian”. (Interview with Mr. Booth, 2024)

The 68 students at Manikaji remote EBPP school on Mount Abang, aged 6 to 18, rely on EBPP for their education because government schools are too far away and there is no public transportation available in this huge East Bali Mountain community. Most parents are uneducated and rely on their educated children for a brighter future and to break the cycle of poverty.

CHAPTER III

FINDING AND DISCUSSION

In this chapter, the researcher presents the research findings and discussion. The focus of this study is to provide answers to the research questions outlined in the first chapter, namely: 1) How do the East Bali Poverty Project tailor their communication strategies to reach the accessible education in Manikaji? 2) How does the East Bali Poverty Project collaborate with stakeholders to achieve its goals? The researcher employed a qualitative research methodology, as this approach is deemed the most suitable for gaining in-depth insights through the firsthand experiences of individuals directly involved in the field.

A. Findings

The findings of this study answer the previously stated problem formulation. Data were obtained through observations of a number of media to analyze the public communication strategies used by EBPP in disseminating information to the public. The study adopted a qualitative methodology to prioritize nuance and depth over statistical generalization, allowing the researcher to focus on the lived experiences of practitioners who operate in the field.

Data collection commenced with a semi-structured interview featuring Mr. David Booth, who founded and currently directs the East Bali Poverty Project. Conducted over Zoom on 20 December 2024, the conversation was designed to probe the core elements of EBPP's communication strategy. Prior to the meeting, the researcher drafted a set of fifteen to twenty open-ended questions, and the session itself was recorded to safeguard the accuracy of the transcript and facilitate a meticulous line-by-line analysis later on.

The interview that came about garnered first-personal views and perceptions surrounding the communications strategy implemented by EBPP that expands educational opportunities to various marginalized groups in Indonesia. By making use of the qualitative methodologies, speaking directly to a seasoned insider; the study makes both the existing theory and builds the conclusions on the basis of genuine empirical data.

1. Communication Strategy

The given research proves that the communication strategy adopted by the East Bali Poverty Project (EBPP) in the framework of the campaign called Relevant Education for Remote Mountain Schools in Manikaji Village possesses a range of characteristics that are specific to the needs of the local population. The communication approach used is not only informative, but also emphasizes the importance of active listening, building trust through ongoing communication, and establishing close cooperation with various stakeholders, both local and international. Based on the results of interviews with Mr. David Booth, as the founder and CEO of EBPP, the researcher gained a deep understanding of the long process that must be gone through to build effective communication in supporting access to education in Manikaji and the surrounding areas.



Figure 3. 1 Mr. David Booth with the student
(Source: @myredenvelope on Instagram)

EBPP's communication strategy for the campaign began with building trust. The informant, who is can speak basic in Bahasa Indonesia, employed a direct approach with the community. He collaborated with a local partner who had been part of his team since

1996 to help bridge language barriers. Initial communication was conducted with the village chief and community representatives. During these interactions, the informant asked one critical question: “If we could help with one thing, what would you need?” The community’s response was consistent: education for their children to lead them toward a better life. The researcher observed that EBPP’s communication was not just about listening but also about conducting an in-depth exploration of the community’s needs.

At that time, the communication strategy relied on methods far less advanced than the social media platforms available today, especially given the lack of technology and the challenges of internet connectivity in the village. The informant collected questionnaires from each household (Kartu Keluarga or KK) by riding a bicycle from one house to another. Over time, with the gradual introduction of technology, the strategy began to incorporate SMS, eventually evolving to include social media, which significantly streamlined and enhanced the communication process. The informant explained the EBPP team developed a questionnaire containing questions designed to analyze various aspects of the community’s life, from basic needs like access to clean water and sanitation to education and healthcare. The data from these questionnaires were analyzed to design interventions tailored to the unique needs of each community.

“I ended up trailblazing with myself and calling a trail bike it's all by word of mouth. I created a questionnaire of 53 questions for every aspect of their life. Nothing was about me, it was all about them. Nothing came, I never told a single person what to do. It's not my right. They have to be, as a community, unique to what I started. I don't think it's been done in this way before.” (Interview with Mr. Booth, 2024)



Figure 3. 2 Shanti Foundation Gives Award to Founder of East Bali Poverty Project
(Source: the capture of Shanti Foundation)

The informant emphasized the importance of a participatory approach at every stage of the program. He explained that EBPP never imposed specific programs on the community. Instead, they allowed the community to determine their own priorities. In implementation, each family was actively involved through a Memorandum of Understanding (MoU). This approach ensured shared responsibility among all parties in achieving program goals.

As someone with a background in marketing consultancy and research, the informant used his expertise to build networks with various stakeholders. He emphasized that effective communication is rooted in a deep understanding of the audience and their needs. As such, EBPP continuously adapted its approach to engage more stakeholders who could support their programs. The researcher also noted that the success of EBPP's communication efforts was influenced by its ability to craft a compelling narrative about the urgent needs of the community in Manikaji Village. The informant explained that these stories, shared through communication channels such as their website and program reports, helped attract the attention of international donor.



Figure 3. 3 Students Developing Leadership Skills and Embracing Local Culture
(Source: the capture of Facebook of the East Bali Poverty Project).

The researcher also found that EBPP's communication strategies especially in campaign evolved over time to address emerging challenges. Initially, external communication was conducted through personal connections and word of mouth. The informant shared that most of EBPP's donors came from abroad, so their communication was predominantly conducted in English through channels like their website and project proposals. This reflects the difficulty EBPP faced in accessing resources from the Indonesian government.



*Figure 3. 4 Mr. David Booth receiving MBA Medal from Prince Charles in Buckingham Palace
(Source: indonesiaexpat.id)*

“Communicating with many people started to hear from word of mouth from other people I'd met in the beginning. This is how people started to contact me. Going back from those days, from the late 90s, 2000s, 90% of all our donors are foreign, not Indonesian. This is why all of our communication, online, our website, it's all in English”.

(Interview with Mr. Booth, 2024).

The researcher focused on the educational campaign ‘Relevant Education for Remote Mountain Schools’. At the time, there were no schools available in the area, and the presence of the East Bali Poverty Project became a beacon of hope for the children of Manikaji to access education. The EBPP established community-based schools as a solution to the lack of educational infrastructure, creating an opportunity for children to receive a proper education. However, the journey to these schools posed significant challenges. Children had to travel distances of 4-5 kilometers on foot or bike, often taking 1-2 hours to reach their destination. The paths they traversed were steep, broken, dusty, and slippery, conditions that became even more dangerous during the rainy season, requiring considerable physical effort to overcome.



Figure 3. 5 the slippery road to access education
(Source: EBPP's YouTube)

The onset of the COVID-19 pandemic added considerable strain to already-stretched education systems, forcing teachers and learners alike to pivot to a fully remote model almost overnight. In many rural and semi-urban areas, unreliable internet connections and limited access to digital devices exacerbated existing inequalities, leaving thousands at risk of falling behind. The change imposed by the pandemic affected the system, but the Education and Basic Programmes Partnership (EBPP) was able to adapt quickly by restructuring its communication system and delivery channel. The staff of the programme used low-bandwidth platforms, planned in-person gatherings of printed documentation in cases when it was possible, and educated local volunteers about how to provide the necessary information. Such expedient actions led to a continuous course of teaching and allowed the educators to maintain the lowest academic schedules.

Starting in-person practices and gradually recovering the state of public health, students progressively went back to the classrooms. To this, EBPP augmented its communication plan in the pursuit of continuously educating the need. The organization employed an array of platforms, including social media feeds, its official website, and targeted messages delivered through community leaders, to share vital updates and

broaden its base of support. These efforts were not only aimed at maintaining the sustainability of the campaign, but also to attract the attention of more parties, including potential donors and stakeholders so that they could continue to support and develop their education programs. The researcher observed that the campaign not only provided access to education for children in remote areas but also strengthened community resilience. The strategic use of communications played a critical role in overcoming logistical and social barriers, making this campaign a cornerstone of EBPP's efforts to uplift the community and inspire a brighter future for the children of Manikaji Village.



*Figure 3. 6 students of EBPP go to school slippery road to access education
(Source: EBPP's YouTube)*

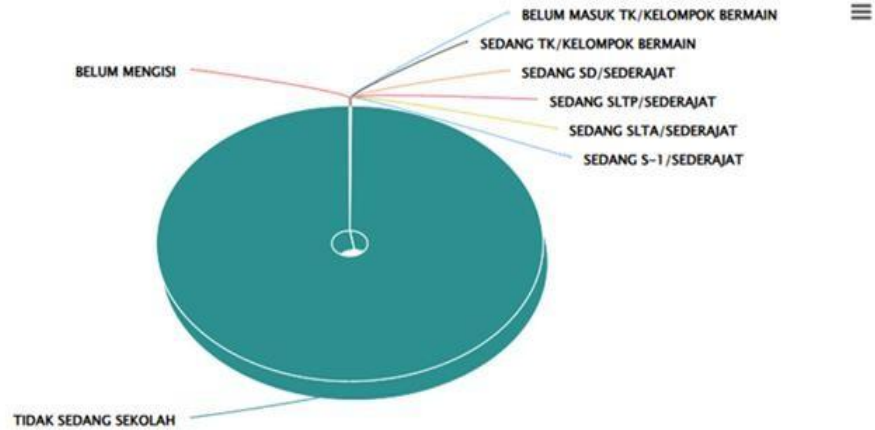
In addition to the insights gathered through the interview, the researcher also obtained supporting data regarding the educational situation in Manikaji Hamlet. Based on 2024 data from the official website of Desa Ban, there are a total of 134 Kartu Keluarga (family card) in Manikaji. Alarmingly, 99% of the children in the area do not attend school, indicating that nearly all children in the village lack access to formal education.

Demografi Berdasar Pendidikan Sedang Ditempuh

Grafik Pendidikan Sedang Ditempuh

Bar Graph

Pie Graph



Tabel Pendidikan Sedang Ditempuh

No	Kelompok	Jumlah		Laki-laki		Perempuan	
		n	%	n	%	n	%
1	BELUM MASUK TK/KELOMPOK BERMAIN	6	0,05%	4	0,04%	2	0,02%
2	SEDANG TK/KELOMPOK BERMAIN	2	0,02%	2	0,02%	0	0,00%
4	SEDANG SD/SEDERAJAT	2	0,02%	1	0,01%	1	0,01%
6	SEDANG SLTP/SEDERAJAT	3	0,03%	0	0,00%	3	0,03%
7	SEDANG SLTA/SEDERAJAT	1	0,01%	1	0,01%	0	0,00%
11	SEDANG S-1/SEDERAJAT	1	0,01%	1	0,01%	0	0,00%
18	TIDAK SEDANG SEKOLAH	11007	99,85%	5405	49,03%	5602	50,82%
	JUMLAH	11022	99,98%	5414	49,11%	5608	50,87%
	BELUM MENGISI	2	0,02%	1	0,01%	1	0,01%
	TOTAL	11024	100,00%	5415	49,12%	5609	50,88%

Figure 3. 7 the amount of people has education in the village
(Source: Village Website)

This situation is the result of several contributing factors, with the most prominent being the extremely remote and isolated location of Manikaji Village, which has long been neglected by government development efforts. The severe lack of proper road infrastructure makes it exceedingly difficult for residents, especially children to access

educational facilities, as the only available paths are rocky, slippery, and often dangerous, particularly during the rainy season. The lack of accessible schools, trained educators, and basic instructional materials in remote regions contributes to a severe educational gap, particularly among marginalized populations. Geographic and social isolation work together to limit many children's accesses to formal schooling. In response to this challenge, EBPP has positioned itself as a vital local partner, delivering educational programs directly in Manikaji and tackling the systemic barriers that stand in the way of learning.

2. Collaborating with Local and International Stakeholders

This research highlights that the effectiveness of EBPP in rolling out the “Relevant Education for Remote Mountain Schools” initiative in Manikaji Village owes much to its ability to engage a wide array of partners. Mr. David Booth, the Project's founder and Executive Director, notes that relationships with local communities, governmental agencies, and private donors dedicated to improving education and health care have been at the heart of the program's success. EBPP argues that genuine cross-sector collaboration is essential for building lasting progress within any community.

The research also looked at the influence of funding on EBPP's ability to carry out its educational programs. According to figures published on the organization's website, it takes roughly US\$367, that fund basic requirements including instructional resources, educator remuneration, and the general running of schools. When this figure is expressed in Rupiah, it amounts to approximately Rp5,505,000 per student per year. For every student receiving aid through the EBPP program, the projected yearly expenditure averages approximately US\$33,397, which converts to about Rp500,955,000. This figure shows that the sustainability of the program requires significant financial support, especially considering the geographical challenges and infrastructure limitations in the target areas.

These collaborative and financial efforts reflect EBPP's holistic approach to

addressing educational inequality in remote areas. By combining strategic partnerships with transparent funding structures, EBPP not only builds trust with stakeholders but also ensures that every contribution directly supports the educational needs of the community. This integrated model highlights the organization's commitment to sustainable development, where education is not treated as a standalone initiative but as part of a broader effort to uplift marginalized communities through long-term, community-driven solutions.



*Figure 3. 8 the official launch of EBPP Centre with Unilever Directors and Bali Governor's
(Source: Village Website)*

One of the initial and most crucial collaborations was with healthcare organizations such as the John Fawcett Foundation, Yayasan Peduli Kemanusiaan (YPK) for disabilities, Yayasan Pusat Pemberdayaan Penyandang Disabilitas Indonesia (PUSPADI) Bali, and Yayasan Senyum (Smile Foundation), among others. These partnerships were pivotal in providing essential healthcare and education services to the people of Manikaji, a village located in a remote mountainous area. By collaborating with established NGOs, EBPP was able to secure the resources needed to address healthcare challenges and ensure the well-being of the community members, especially the children who were a primary focus of the educational programs.

Therefore, this research also integrates secondary data sources from EBPP's official publications and activity reports, which offer perspectives from other key members of the organization. One of these sources includes reports authored by Yusli Harini, EBPP's Health Team Leader, who provides valuable documentation on the organization's health and community outreach achievements. Her accounts complement and substantiate the testimony provided by Mr. Booth, allowing for a more holistic and balanced view of EBPP's strategies and outcomes.

According to Harini's 2023 report, EBPP extended comprehensive health outreach to 3,800 families across 19 previously isolated mountain hamlets in Ban Village. This initiative placed strong emphasis on maternal and child health, including the fourth year of a five-year malnutrition study involving nearly 400 families, the delivery of regular physiotherapy sessions for individuals with disabilities, and the provision of ear examinations for 1,202 children in collaboration with YPK Bali. The report also highlights a notable reduction in stunting rates, from 30% in 2022 to 21.2% in November 2023, alongside the independent operation of 27 local Posyandu health posts with the support of village authorities and health workers. These achievements reflect EBPP's capacity to communicate effectively with multiple stakeholders such as families, local government, health professionals, and international partners to coordinate resources and ensure program sustainability.

In another update published in early 2024, Harini described EBPP's resumption of its annual Ear, Nose, and Throat (ENT) examinations in partnership with YPK Bali's Bali Rungu program. This initiative, which covered more than 1,100 students from 15 sub-villages, combined direct medical treatment with preventive education. Students not only received treatment for ear-related conditions but were also provided with illustrated booklets entitled Healthy Ears, Prevent Deafness. These materials served as both medical and educational tools, enabling children to better understand and care for their ear health. Such initiatives exemplify EBPP's broader communication strategy, which integrates

health awareness with education delivery, reinforcing the organization's role in empowering local communities through accessible knowledge-sharing.

By incorporating these secondary data sources, the present study expands its perspective beyond a single voice. The integration of evidence from Harini's reports illustrates how communication is enacted in practice by different actors within EBPP, not only at the leadership level but also within operational teams working closely with communities. This triangulation enriches the data and enhances the credibility of the findings, demonstrating that EBPP's strategies are not abstract concepts but are actively implemented through measurable programs. It also emphasizes that EBPP's success stems from collaborative communication across multiple levels leadership vision, staff execution, and community participation.

These early partnerships not only enhanced the quality of life in Manikaji but also laid the foundation for EBPP's integrated approach to community development. By addressing health and education simultaneously, EBPP ensured that students were healthy enough to attend school and fully participate in learning activities, reinforcing the connection between well-being and access to education in remote areas.



Figure 3. 9 AFO shoes fitting for children with disabilities with PUSPADI
(Source: EBPP's Facebook)

The informant also highlighted the international collaboration aspect of EBPP's work, noting that the organization has received support from various schools abroad. For example, Mount Barker Community College in Adelaide, Australia, has been a long-time partner with EBPP, making annual visits to the project site. More recently, a French school began contributing to the Manikaji School's educational initiatives. These international collaborations, which have also included donors from the Netherlands, Germany, and the United States, have been crucial in sustaining the organization's programs.

When its principal backer withdrew funding for the Manikaji School in 2020, Mr. Booth reported that EBPP pivoted to crowdfunding through the GlobalGiving platform to sustain its educational programs. In negotiating that sudden shortfall, the organization managed not only to maintain but also to rebuild its donor base, most of whom had previously supported its work. Booth highlighted that forthright, timely reporting was crucial to that turnaround. By circulating detailed status reports, high-resolution photographs and straightforward financial statements, EBPP keeps contributors in the loop about where their money goes. This transparent approach has strengthened confidence and encouraged donors to remain engaged over the long term.

EBPP has also widened its funding avenues by forging partnerships with major foundations, such as the German Foundation, which has underpinned key infrastructure improvements. A central goal of that collaboration is to upgrade road access to isolated villages, an upgrade that influences not just schooling but also residents' ability to reach medical services. Backed by a German government grant, EBPP plans to finish 1.6 kilometers of dirt track that turns almost untraversable during the rainy seasons.

The achievements of EBPP's educational initiatives, however, cannot be detached from the broader web of cooperation its team has woven with local agencies, international NGOs, visiting schools and individual donors. This collaboration allows EBPP to continue

running despite facing limited funding, difficult-to-access terrain, and lack of supporting facilities. Children in Manikaji can still benefit from education and health services. In addition, consistent and transparent communication to donors has been key in maintaining trust and ensuring continued support.

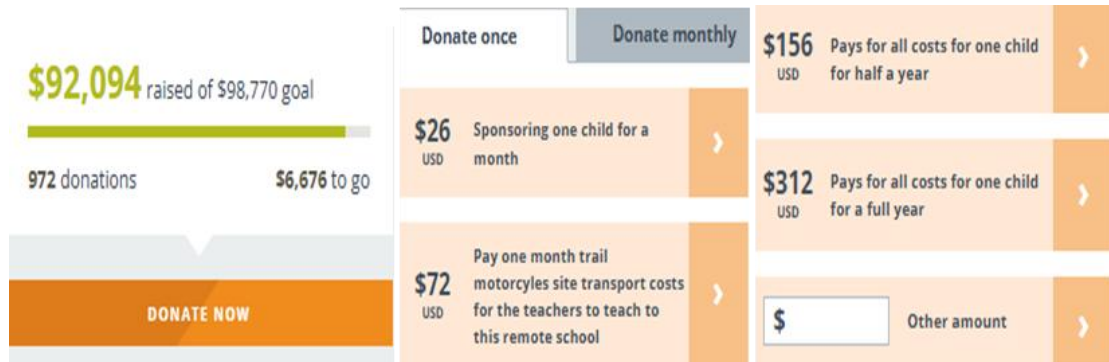


Figure 3. 10 EBPP’s fundraising campaign on GlobalGiving website
(Source: The Official GlobalGiving Website)

3. Managing Social Media Presence

According to the informant, Mr. David Booth, the East Bali Poverty Project has experienced significant engagement on social media, particularly through Instagram. While both Instagram and Facebook are part of Meta, they serve distinct audiences. Mr. Booth explained that while the platforms are interconnected, Instagram has become the primary focus for engagement due to its younger demographic.

“Basically, all we post sometimes might be modified. Sometimes what we have on Facebook is adjusted to grab a Facebook audience, which we know is different.” (Interview with Mr. Booth, 2025)

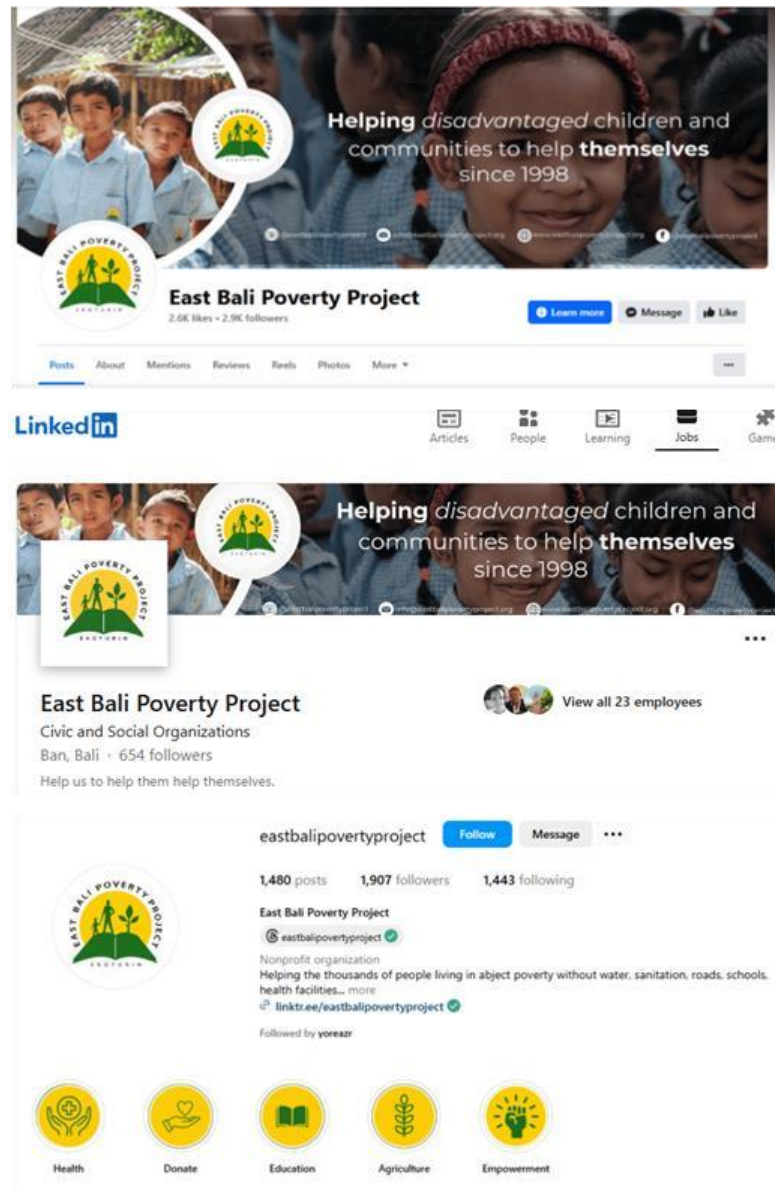


Figure 3. 11 EBPP's official social media platforms: Facebook, LinkedIn, and Instagram (Source: The Official EBPP Website)

He acknowledged that Facebook tends to appeal more to an older demographic, while Instagram resonates with a younger, more dynamic audience. This understanding has shaped EBPP's content strategy, with the team tailoring messages for each platform's unique audience. Over time, EBPP has gained significant insights into which types of content and posts generate the most interaction, and as a result, they've invested more

time and energy into refining their presence on Instagram. Mr. Booth emphasized that the organization is focusing on Instagram and LinkedIn, particularly in the past two months, and expects that these platforms will play an even more central role in their social media strategy moving forward. He expressed optimism about the potential growth of EBPP's engagement.

Social media also serves as a key tool for communication with both volunteers and donors, extending the reach of EBPP's message to a global audience. Mr. Booth highlighted the role of social media in maintaining ongoing relationships with long-term donors, partners, and volunteers, noting that it has become the primary means of sharing information.

“We have a lot of volunteers or potential volunteers communicating with us. We share information there. It's primarily all online, and extending continuing communication with the long-term donors or partners or volunteers.”
(Interview with Mr. Booth, 2024)

This approach has proved successful, as Mr. Booth revealed that in the past few weeks, several individuals had contacted him, offering to create content to further promote the organization's work. Now they have another two or three people contacting over the last few weeks to do videos to further promote in Manikaji, highlighting the growing network of supporters. One of these supporters, a woman traveling from the United States, intends to produce videos and fundraise for the education project, which underscores the power of social media in mobilizing external support.

Another important aspect of EBPP's social media strategy is the use of Instagram reels, which have become a central tool for promoting their campaigns. Mr. Booth mentioned that the organization has received additional training to improve its use of reels, noting that they have made great strides in creating engaging content.

“Well, Instagram and LinkedIn, we have been focusing on those platforms a lot in the last two months. By February or March 2025, there's a completely

different story to tell,” (Interview with Mr. Booth, 2024)

Expressing confidence in the evolving effectiveness of their social media outreach. The addition of reels has given EBPP the opportunity to engage their audience in a more dynamic and visually compelling way, which has led to improved interaction. This initiative aims to attract international followers and potential donors, demonstrating EBPP’s proactive approach in using digital platforms to expand its global outreach.

“We’re really doing so well, much better now every day. We started that campaign around the seven days starting today with various companies hoping to attract more followers from around the world and key countries who would hopefully become donors.” (Interview with Mr. Booth, 2024)



Figure 3. 12 EBPP’s feed on Instagram
(Source: EBPP’s Instagram)

EBPP communicates regularly with its volunteers via phone and email before their arrival, ensuring that volunteers are well-prepared and understand the specific tasks they are expected to accomplish. Mr. Booth asserts that regular, straightforward communication between the staff and volunteers is crucial for keeping everyone on the same page, whether that work involves drafting lesson plans or filming a documentary segment. He notes a marked upswing in volunteer inquiries, a trend he expects to peak in

early next year. Many prospective helpers have already signed up or expressed interest, creating a temporary waiting list of sorts. This swell of willingness demonstrates a fresh wave of enthusiasm for EBPP’s mission. Careful advance planning and transparent dialogue have helped the organisation manage this demand efficiently, ensuring that each volunteer feels useful and valued while maximising their collective impact.

EBPP’s social media presence has become an essential part of its outreach efforts, helping the organization engage with volunteers, donors, and a worldwide audience. By focusing on platforms like Instagram, LinkedIn, and Facebook, and leveraging engaging content like reels, EBPP has been able to connect more deeply with supporters and attract new interest. With ongoing refinements to their strategy, they anticipate a strong rise in public engagement by early 2025.



*Figure 3. 13 one of the volunteers at East Bali Poverty Project
(Source: EBPP’s Instagram)*

a. Campaign Success Indicators

Beyond the various tactics they deploy, EBPP conducts campaign assessment within a methodical framework. According to Mr. David Booth, quantitative evidence and analytical tools underpin their ability to gauge the impact of outreach activities. Take, for instance, their use of Mailchimp’s built-in reporting functions; these metrics guide them in fine-tuning the content and layout of each newsletter

iteration. They go a step further by harvesting engagement and retention statistics, as well as performance snapshots from platforms like Instagram and LinkedIn. Such a comprehensive data set reveals patterns of audience interest, enabling the team to recalibrate messaging and timing in pursuit of stronger connections.



Figure 3. 14 Semester 1 report card distribution at EBPP schools
(Source: EBPP's Instagram)

The EBPP communications team has recently welcomed a health program manager from Generation Z, and his contemporary outlook is already influencing how the organization speaks to Indonesian villagers. Stationed primarily with colleagues in Denpasar, he monitors each draft flyer and post to make sure it resonates with local customs and day-to-day life, rather than with distant policy standards. That hands-on approach shows EBPP's ongoing commitment to place-based messaging, in contrast to many non-profits that simply adapt templates from platforms such as GlobalGiving, which were designed with American donors in mind.

EBPP routinely reflects on its communications strategy at every stage of a

campaign, whether during initial fundraising or later program reviews, by posing questions such as “What aspects can be refined?” and “What set this campaign apart from previous ones?” A particularly illustrative case is their GivingTuesday initiative, during which Instagram emerged as the strongest channel for engaging their target demographic. Messaging was tweaked in real time, guided by candid audience responses and detailed platform analytics, ensuring that outreach efforts stayed both timely and resonant.

A noteworthy result of the most recent GivingTuesday initiative was the re-emergence of roughly seven to eight previously anonymous contributors. Despite their significant contributions, the lack of donor information makes it difficult for EBPP to establish long-term relationships or obtain continued support. The organization is currently analyzing the campaign further to understand how to better reach anonymous donors and optimize their potential support in the future.



Figure 3. 15 the total of EBPP fundraising in GivingTuesday
(Source: EBPP’s Instagram)

EBPP consistently evaluates their strategy based on data and adjustments at every stage of the campaign, to maintain the effectiveness of their communication. This also strengthens their relationships with stakeholders and emphasizes their commitment to education in remote areas like Manikaji. From the interviews, it is clear that EBPP’s communication approach is based on empathy, collaboration, and sustainability. Effective outreach begins with genuine listening. When a strategy

prioritizes local voices and invites residents to shape plans from the outset, it creates a sturdy foundation of trust that often spreads far beyond the neighborhood. Our research confirms that this collaborative, bottom-up approach drives sustainable social progress, especially in remote or hard-to-access regions. The experience of the Emergency Broadband Pilot Project illustrates the point perfectly; its success depended on communication finely tuned to the specific context, showing other organizations exactly what is possible when underserved communities are given a central role in the conversation.



*Figure 3. 16 students learning about about child marriage and unwanted pregnancies
(Source: EBPP’s Facebook)*

B. Discussion

1. Communication Strategy

The research highlights that the communication plan used by EBPP for its ‘Relevant Education for Remote Mountain Schools’ initiative center on active participation, trust-building, and message adaptation to local circumstances. At the outset, EBPP interviewed residents in Manikaji Village face-to-face; this personal touch laid the groundwork for

further discussions. Once that relationship was strengthened, the project switched to digital formats, sharing updates through newsletters, social media, and a dedicated website. By mixing traditional and online platforms, EBPP was able to fine-tune its language and tone for a wide range of audiences, local families, external donors, student volunteers, and overseas collaborators, thus ensuring that the information was both clear and meaningful to everyone involved.



*Figure 3. 17 USA students' visit to East Bali Poverty Project
(Source: EBPP's Facebook)*

Howard Giles' Communication Accommodation Theory (CAT) provides a useful lens through which to examine EBPP's flexible communication across its different stakeholder groups. At its core, CAT argues that successful communication depends on a speaker's willingness to adjust their style in order to promote understanding and strengthen social bonds. EBPP takes this insight to heart by choosing distinct modes of expression when speaking with local residents, overseas supporters, and on-the-ground volunteers. In the Balinese village of Manikaji, for example, staff prioritize participatory dialogue by using everyday Balinese and Bahasa Indonesia, and by meeting face-to-face in spaces familiar to the residents. Such deliberate choices signal respect and help create a shared atmosphere in which villagers see themselves as genuine partners in the

program's design. The theory's central tenet of accommodation becomes particularly clear when EBPP opens each new initiative by first asking residents what they need and only later introducing ideas that have been co-developed with them.

When EBPP engages with overseas donors and international stakeholders, it deliberately adopts a more structured and professional tone. Prepared reports, quarterly newsletters, and carefully crafted social media posts, almost all of them in English, form the backbone of this outward-facing communication. This stylistic shift illustrates a central idea from Accommodation Theory: the practice of divergence. By consciously maintaining a distinct linguistic register, the organization signals its awareness of different audience expectations. Global donors typically want information that is methodical, evidence-based, and presented in a formal manner; these preferences contrast sharply with the warmer, more conversational style EBPP uses at home. From the researcher's perspective, this flexibility is central to ongoing international funding. Tailoring messages to fit the specific traits and contexts of each audience not only conveys professionalism, it also fosters deeper trust and a more durable partnership.

Drawing upon Everett Rogers' Diffusion of Innovations Theory, the study illustrates how EBPP's rollout of educational programming in Manikaji unfolds along the model's five canonical stages: knowledge, persuasion, decision, implementation, and confirmation. Initially, EBPP convened public forums designed less to advertise a ready-made curriculum than to explain what formal education entails, while also earning recognition as a reliable partner. This groundwork proved indispensable, for only after residents could gauge the initiative's integrity did the persuasion phase take root, allowing parents to consider and eventually welcome the prospect of schooling for their children.



Figure 3. 18 students celebrating The Nyepi Day
(Source: EBPP's Facebook)

Throughout the decision-making and implementation phases, EBPP project maintained a methodical yet adaptable process. First, the team carried out a comprehensive needs assessment, then drafted a Memorandum of Understanding with participating families, and finally created a curriculum that blended formal lessons with hands-on vocational training. This sequence, as the researcher observes, echoes Rogers' idea that early adopters serve as crucial drivers of any innovation's spread. In the case of EBPP, the first families to come on board were instrumental in building trust and encouraging others to sign up for the program. Rather than forcing an overnight transition to formal schooling, EBPP permitted educational activities to grow gradually alongside broader shifts in the community. In the concluding confirmation phase, the project aims for lasting impact by engaging students in leadership roles, equipping local teachers through ongoing professional development, and fine-tuning the curriculum in response to feedback. Outreach efforts blend familiar, face-to-face conversations and reputation-driven word-of-mouth with contemporary digital platforms, thereby widening the initiative's reach.

The analysis shows that EBPP's approach to strategic communication aligns well with both Communication Accommodation Theory and the Diffusion of Innovations model. Each of these frameworks emphasizes the importance of tailoring messages to fit the needs of different audiences and rolling out initiatives in a step-by-step manner. The

data thus far suggest that EBPP has been able to attract wide-ranging support from stakeholders, which in turn has helped the program endure over time. From this evidence, the researcher argues that EBPP’s communication strategy might serve as a useful guide for non-governmental organizations seeking to launch educational projects in remote or marginalized areas.



Figure 3. 19 The Students Transforming Bamboo into Art
(Source: EBPP’s Facebook)

2. Collaborating with Local and International Stakeholders

The following segment of the research focuses on how the East Bali Poverty Project (EBPP) establishes and nurtures meaningful collaborations with donors and partner organizations, especially in its efforts to deliver educational services in isolated regions. According to insights provided by Mr. David Booth, EBPP adopts a communication strategy that is both deliberate and relationship oriented in its interactions with supporters. Their approach goes beyond simply sharing updates. EBPP takes the time to prepare detailed photo reports, financial breakdowns, and heartfelt stories that show the real impact of their work. These efforts aren’t just about transparency, they’re about making donors feel connected, involved, and appreciated.

The researcher found that this kind of tailored communication closely relates to CAT by Howard Giles. According to CAT, people adjust the way they communicate whether it's the language, tone, or style to better connect with different audiences. EBPP seems to do this naturally. For example, after a major donor stopped supporting the Manikaji School in 2020, EBPP turned to crowdfunding through platforms like GlobalGiving. But they didn't just ask for help, they presented their message in a way that international donors would respond to: clear, honest, and personal. They used strong visuals, direct storytelling, and professional updates to show exactly how the donations were being used. This is a clear example of how an organization can adjust its communication style to meet the needs and expectations of a specific group. In this case, global supporters who value impact and transparency.

The integration of secondary data from Harini's reports enriches this study by demonstrating that EBPP's communication strategies are enacted not only at the leadership level but also through operational programs carried out by its field teams. The evidence of reduced stunting rates, the continuation of the malnutrition study, and the implementation of the ENT program reveal that EBPP communicates across multiple levels: engaging families, collaborating with health workers, and aligning with local government authorities. From the perspective of stakeholder theory, these initiatives highlight EBPP's ability to mobilize diverse actors, translating messages about health and education into joint action that benefits the community. This triangulation of perspectives strengthens the validity of the findings and confirms that EBPP's strategies are not limited to abstract planning but are consistently implemented in practice.

Furthermore, these achievements show that EBPP's communication efforts are both interdisciplinary and integrative. By linking education with health outreach, the organization conveys a message that sustainable learning is inseparable from community well-being. The success of initiatives such as reducing stunting and empowering local Posyandu to operate independently reflects diffusion of new knowledge and practices within the community, consistent with Rogers' Diffusion of Innovations theory. At the

same time, the combination of transparency, collaboration, and contextualized messaging reinforces trust among local stakeholders and international partners. This demonstrates that EBPP's educational success in Manikaji is built upon its ability to communicate strategically across sectors, fostering long-term participation and support.

What stood out to the researcher is how intentional EBPP is when it comes to choosing the right tone and message for the right audience. EBPP does not release information haphazardly, expecting that it will somehow resonate. When the team addresses prospective donors who are situated beyond Indonesian borders, it invariably adopts a more formal register, augmenting that structure with poignant narratives and well-substantiated statistics. This deliberate blend enhances both relevance and credibility, and it illustrates the operation of divergence, a central tenet of Communication Accommodation Theory. By intentionally modulating its communicative approach according to audience characteristics, EBPP bolsters its persuasive power and fortifies its image as a dependable partner in community-development efforts.



Figure 3. 20 Preparing Students for Crisis Situations: Disaster Response and Violence Prevention
(Source: EBPP's Facebook)

The research found that EBPP's way of communicating really puts the main ideas of CAT into practice. When staff tweak their tone and style to match the backgrounds of their international donors, they do more than seal a quick deal; they create lasting connections. That ability to switch gears whenever needed strengthens their fundraising work and keeps dependable assistance flowing to the communities their programs serve.

3. Managing Social Media Presence

The research shows that EBPP deliberately weaves social media into its outreach strategy in order to boost its public profile, foster ongoing dialogue with stakeholders, and

entice new funding for its educational programs in Manikaji. For many non-governmental organizations, social media has become more than a tool; it is the primary channel through which they share their mission, keep donors informed, and rally community support. EBPP's approach to messaging follows a blended model that echoes key ideas from both Communication Accommodation Theory and Diffusion of Innovations Theory. By leaning on these theoretical lenses, the study illustrates how EBPP tailors its content to different audience segments while using digital channels to widen its reach and enhance program results. The researcher also found that a high level of digital communication skill within the organization plays a vital role in sustaining stakeholder ties and moving its educational and development agenda forward.

CAT posits that adjusting one's manner of speaking can significantly enhance audience involvement. Recent analysis noted that EBPP reliably puts this theory into practice across its digital campaigns, especially through platform-specific messaging on Instagram, Facebook, and LinkedIn. Each site serves as a carefully chosen channel to engage international donors, corporate sponsors, and potential volunteers. To resonate with these global partners, EBPP publishes its posts in English while weaving in visual stories that demonstrate the immediate benefits of its educational projects. The organization's overall online presence aligns with established norms of worldwide nonprofit messaging, showcasing crisp imagery, narrative testimonials, and clear progress updates. Such a tactic illustrates the theory's notion of divergence, whereby content is intentionally tailored to meet the distinct profiles of its various audiences. Through the cultivation of a professional and credible organizational image, EBPP has effectively enhanced its international reputation, thereby increasing its appeal to prospective global donors.



Figure 3. 21 EBPP fosters inclusion and equality through sports
(Source: EBPP's Facebook)

In addition to the presentation of content, the way EBPP structures its messages and chooses the tone of its communication in online media also shows an audience-oriented strategy. In targeting international supporters, EBPP uses a more formal and persuasive language style, with an emphasis on transparency, measurable achievements, and long-term program sustainability. The content shared is often supplemented with data and statistics to support the impact achieved, thus strengthening the credibility of the organization and encouraging financial contributions. On the other hand, when communicating with volunteers and local partners, EBPP uses a warmer and more inviting style of language, accompanied by concrete invitations to be directly involved in

the various activities they carry out. This variation in communication style exemplifies how EBPP strategically accommodates different stakeholder groups in line with CAT's principles.

Despite operating as an NGO in Indonesia, the researcher notes that EBPP's engagement with local digital audiences is still suboptimal. Most of the content they display online is still aimed at an international audience. Although EBPP has begun translating some posts and trying to interact with followers from Indonesia, their efforts in reaching local donors and volunteers are not as strong as their global engagement. Based on CAT, effective communication should fully adapt to the language and cultural preferences of the target audience. The researcher believes that EBPP has the opportunity to expand its domestic reach by increasing the use of Bahasa Indonesia, partnering with local influencers, and being active on domestic crowdfunding platforms. These adjustments not only have the potential to strengthen the local supporter base, but also push EBPP to become an important factor in the NGO realm in Indonesia. Adopting a more localized strategy for communication is thought to reinforce EBPP's standing within Indonesia, while also broadening the range of funding possibilities beyond dependence on overseas contributors.

The researcher observed that the social media initiatives employed by the EBPP closely align with the model of innovation diffusion articulated by Everett Rogers. By leveraging platforms such as Facebook, Twitter, and Instagram, EBPP targeted the earliest phases of diffusion, aiming first to raise general awareness and then to persuade influential stakeholders of the urgent need for educational support in remote communities. These digital outlets became venues for sharing stark realities faced by marginalized villages, illustrating not only the obstacles to learning but also the life-changing potential that quality education can offer, and emphasizing how donor investments help keep such programs operational.

According to Rogers's framework, the journey of any innovation, including EBPP's distance-learning scheme unfolds across five discrete stages: knowledge, persuasion,

decision, implementation, and confirmation. The investigation determined that EBPP's online outreach proved particularly effective during the initial two stages. By looping together narrative-driven posts, striking visuals, and candid donor testimonials, EBPP cultivated a strong emotional connection that spurred viewers to interact and spread the message further. The researcher ultimately concluded that this storytelling approach has been instrumental in enlisting volunteers and securing funds, as it clearly delineates the tangible outcomes and broader significance of each contribution.



Figure 3. 22 the students learning English in the school
(Source: EBPP's Facebook)

The researcher found that EBPP's thoughtful approach to analyzing social media data really boosted the effectiveness of its communications work. By leaning on a mix of analytics platforms to track reach, interactions, donations, and how different posts performed, the group adopted a feedback-driven mindset. That move is closely in step with Rogers' theory, which highlights the need to tweak messaging as audience behavior shifts. Because the team pauses routinely to assess what's landing and what's not, EBPP has kept its messaging fresh and on target. The researcher pointed out that this ability to respond quickly has helped the organization maintain audience curiosity and donor trust over the longer haul. In addition, EBPP's savvy use of video and digital storytelling mirrors key ideas from the Diffusion of Innovations model. The analysis showed that short videos, reels, and interactive formats on social platforms dramatically boosted

engagement, making the group's core message easier to share. Because of these nimble digital tools, EBPP can now broadcast its story far and wide, draw in more supporters, and tighten its bonds with stakeholders.

The researcher found that EBPP's strategy for using social media aligns well with two theoretical frameworks: Communication Accommodation Theory and Diffusion of Innovations Theory. By modifying its messaging to match the traits of different stakeholders and by selecting digital platforms purposefully, EBPP creates more resonant interactions. The study points out that producing more content in Indonesian and improving ties with local communities could make EBPP's outreach even stronger. A firmer foothold in Indonesia's national digital landscape, in turn, is likely to open doors to more domestic donors and supporters, thus reinforcing the sustainability of its educational programs. By continually refining its social media tactics and broadening the demographics it targets, EBPP stands to sharpen its messaging, increase funding, and expand its overall institutional visibility.

In addition to these perspectives, EBPP's social media initiatives can also be analyzed through the lens of the AISAS model (Attention, Interest, Search, Action, Share). This framework, widely used in understanding audience behavior in the digital era, highlights how engagement moves beyond passive reception toward active exploration and advocacy. In EBPP's case, the Attention stage is achieved through visually striking photos and short videos that showcase both the challenges faced by Manikaji children and the tangible outcomes of ongoing programs. The Interest phase is fostered through storytelling posts, where personal narratives of students and communities build emotional resonance with donors and followers. The Search element appears when international stakeholders or potential supporters visit EBPP's website, read annual reports, or explore additional online materials to learn more about the organization's credibility and impact. This process often culminates in the Action stage, where audiences choose to donate, volunteer, or collaborate. Finally, the Share stage is evident in how supporters repost EBPP's updates on Instagram or Facebook, spread its stories across personal networks, and thereby amplify its message organically. By successfully guiding its audiences across

these five stages, EBPP demonstrates that its social media presence is not only about visibility but also about cultivating active participation and sustained advocacy, which are crucial for maintaining long-term educational programs in marginalized communities.

To conclude, after reflections on the research results, the researcher created a compact graphical model. This graphic presentation highlights the core themes, principal conclusions, and notable insights uncovered during the study. Its purpose is to clarify how the main components interconnect while underscoring the study's most significant contributions.

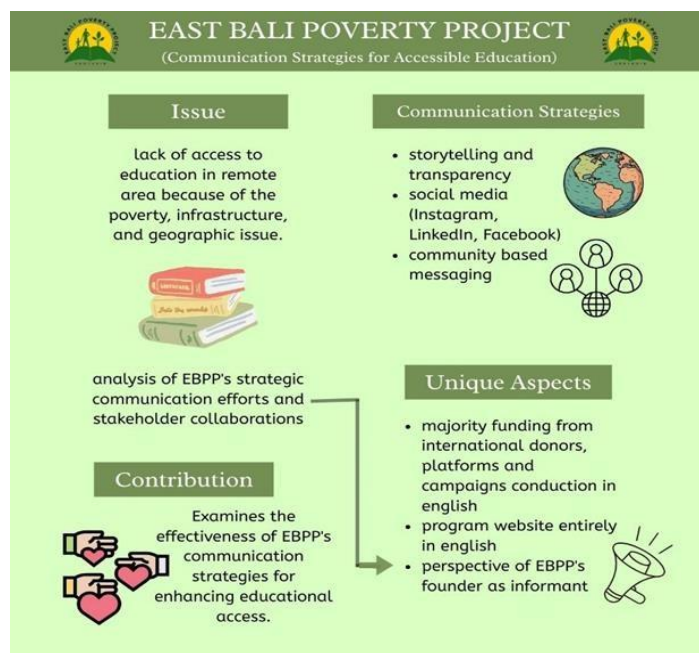


Figure 3. 23 the framework of this research

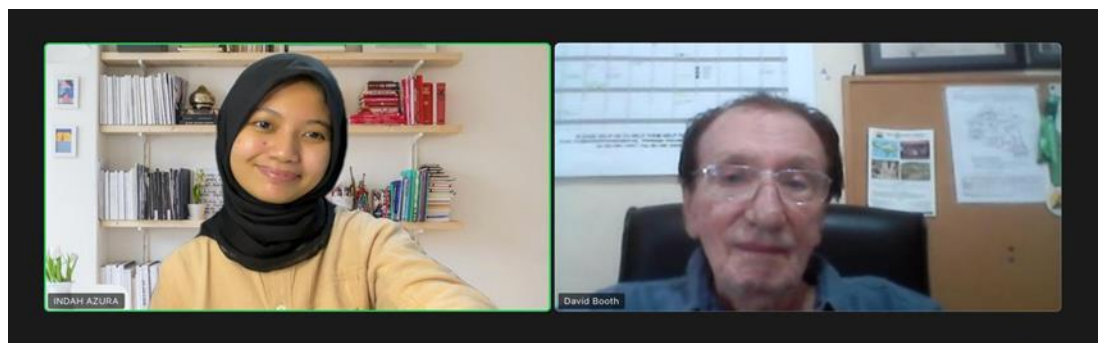


Figure 3. 24 the researcher interviewed the founder of EBPP, Mr. David Booth

CHAPTER IV CONCLUSION

This study examines the strategies employed by the EBPP to communicate within its “Relevant Education for Remote Mountain Schools” initiative in the village of Manikaji. The objective is to understand how EBPP negotiates dialogue among diverse stakeholders, ranging from the isolated residents of the mountains to distant international donors, in order to safeguard sustained educational opportunities for children living in areas that face serious geographic, economic, and infrastructural obstacles.

EBPP’s communication strategy is designed as a systematic plan that aligns organizational objectives with its diverse audiences. EBPP carefully identifies its goals (increasing educational participation and donor trust), understands its audiences (local communities, government, and international stakeholders), creates key messages tailored to each segment, selects appropriate communication channels (from interpersonal visits to digital media), and evaluates its outcomes through feedback loops. This structured approach underlines that communication is not merely a supporting element but the driving force behind EBPP’s sustainability.

The facts indicate that the communication plan of EBPP is flexible and local sensitive. At its initial stages, the employees had primarily used a face-to-face conversation, written questionnaires and informal recommendations. As soon as the local infrastructure was up, EBPP started integrating more channels: text messages, community bulletins and social media like Instagram, LinkedIn, and its official web resource, reaching more people without sacrificing the aspect of authentic contact with the community. This diversification in small steps points to a calculated attempt to maintain an outreach as broad as possible but based in local contacts.

The outreach of EBPP makes use of an understood awareness of the principles enlisted in Communication Accommodation Theory. It is premeditated by the organization to either tone down or display a high level of vocabulary on the type of audience they are talking to. As an example, in communicating with people living in Manikaji, EBPP will use simple everyday wordings presented in a colloquial form. On the contrary, in communicating to international

donors, the organization uses formal reports in which the organization combines eloquent writing with graphs and statistical data. This two-pronged capacitation ability in adapting the medium but not compromising its central mandate in community empowering is itself its main asset. The approach also perfectly fits the Diffusion of Innovations Theory by Everett Rogers, who represents change as a process journey where individuals get to know about a possible change, stay curious, and remain engaged until the execution of the change is complete.

Based on the research, it is possible to state that EBPP proactively builds partnerships with a wide range of stakeholders such as health-oriented non-governmental organizations, community leaders, international schools, funding partners, and crowdfunding platforms, such as GlobalGiving. The communication within the organization is focused on openness and two-way respect, and it is spread over various channels, including progress reports, impact stories, and in-depth financial overviews. Concrete expression of this spirit of cooperation is Memorandum of Understanding (MoU) which EBPP is made to sign with every participating family. This tool does not only create clarity of expectations; it also gives a sense of common ownership and commitment to the realization of sustainable access to education.

This research incorporated insights from secondary data sources in addition to interviews with the founder. Reports by EBPP's Health Team Leader, such as the 2023 Health Outreach Achievements and the 2024 ENT Examination Program, provided additional evidence of EBPP's integrated communication with communities and partners. These documents strengthen the conclusion that EBPP's success lies not only in education but also in linking health and community development as part of its broader communication agenda.

In light of recent scholarly updates, the AISAS (Attention, Interest, Search, Action, Share) framework provides a more contemporary lens for understanding EBPP's use of social media. The study concludes that EBPP's online presence strategically follows these stages: attracting attention with compelling visuals, raising interest with real-life stories, prompting search through detailed reports on its website, driving action via donations and participation, and encouraging sharing by supporters through reposts and testimonials. This framework highlights the centrality of digital engagement in sustaining international support.

The analysis arrives at the conclusion that the communication characteristic of EBPP is not only effective but also ethically correct and focused on a human approach. This mode of approach takes into consideration the interests of the community and will modify messages based on the nature and the types of audience and will enhance long term relationships with transparency and empathy. By integrating the existing tactics of the interpersonal communications with the contemporary digital approaches, EBPP has been able to establish the pattern of communications that is relevant to the remote populations in the countries they serve and still be appealing to the world population that is their main source of funds.

This study suggests that EBPP serves as a powerful example of how communication, when rooted in genuine human connection and adapted thoughtfully across platforms and audiences, can become a catalyst for long-lasting social change, particularly in areas where education is often seen as unreachable. This thesis reflects that journey and contributes to a deeper understanding of how communication plays a vital role in making education truly accessible for all.

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APPENDIX

List of Interview Questions

1. What is EBPP's primary vision and mission, and how does it guide the organization's communication strategies particularly in campaign 'Relevant education for remote mountain school' in Manikaji?
2. How does EBPP collaborate with local, national, and international stakeholders to achieve its goals?
3. What are the key elements of EBPP's communication strategy to promote accessible education?
4. How does EBPP tailor its messaging for different audiences, such as donors, volunteers, and local communities?
5. What challenges does EBPP face in communicating the importance of education in remote areas, and how are these addressed?
6. How does EBPP maintain transparency and build trust with its donors?
7. Which communication channels and digital platforms are most effective in raising awareness about EBPP's programs?
8. How does EBPP balance traditional communication methods with digital strategies to reach remote communities?
9. What strategies does EBPP use to engage corporate sponsors or philanthropic partners?
10. How are success stories from EBPP's programs used to inspire further support?
11. How does EBPP measure the success of its communication campaigns, and what metrics are most important?
12. How does EBPP adapt its communication approach at different stages of a campaign, such as fundraising, awareness, or program evaluation?
13. How does EBPP communicate the long-term benefits of this program to both donors and the communities it serves?