

Community-Based Education and Regional Culture, Has It Been Put into Practice?

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ABSTRACT

Communities and regional potential are the closest relations in the environment. The diversity and uniqueness of each community and region should be used to encourage the nation's intellectual life. Using a literature review approach, this study aimed to obtain the appropriate strategy for implementing community-based education and local culture. Data were collected from previous research journals from 2010 to 2021. Then, it was analyzed using data reduction steps, data presentation, and conclusions or verification. The result shows that implementing these education approaches needs attention to the strategy and factor that affects it. The implications of the research results are discussed further in this article.

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1. INTRODUCTION

Education refers to providing skills, spreading knowledge, and internalizing life values (Idris et al., 2012). The educational system's transformation is carried out systematically and continuously. The importance of family and community involvement in achieving educational goals is highlighted (Yuliani & Hartanto, 2016). They should be encouraged to contribute to the development of high-quality modern human resources. Furthermore, in underdeveloped countries prone to violence and radicalism, education has numerous problems (Suharto, 2007). With shifting world views, cultures, and attitudes regarding the existence of human rights, the goal of education shifts to reflect these changes. As a result, education is frequently referred to as the basis of national development since it can influence a person's thinking and behaviour to be different. However, to give a higher learning experience, it is necessary to choose the approach and premise for conducting instruction (Halsall et al., 2016). In this competitive day, students must be equipped with skills that enable them to develop into human beings capable of quickly adapting to numerous scientific breakthroughs. Community-based education and local culture-based education are two examples of educational foundations that can be applied.

Community-based education is defined as education in which the majority of educational decisions are made by the community, beginning with the input, process, and product that must be reached (Suharto, 2007). Islamic boarding schools are an example of community-based education (Murdianto, Miki, & Alauddin, 2020; Suharto, 2005; Rahmawati, 2018), including Al-Quran Education Park (TPA) (Zulfahmi, 2016), museum (Huda et al., 2017), and library. It can even be described as a community-based, community-based, and community-based education model. The emphasis is on the fact that education is inextricably linked to the culture and society in which it takes place. According to

Salamah (2018), the realm of education is practically inextricably linked to cultural values. Further, according to Supriatin & Nasution (2017), education can help people establish their cultural identities. Empowerment of communities is another term for community-based education. Government regulations are usually not very strict in this form of education. This is a process and a critical pedagogic agenda aimed at breaking free from the chains of power to achieve educational democracy. If democracy is implemented in education, it will no longer be used as a tool by rulers or politicians. The community is allowed full participation rights in the development of national education policies. It is open to any interested parties to engage and offer their opinions and suggestions.

Community-based education has been demonstrated to improve students' professional abilities, communication, self-confidence, knowledge, awareness, skills, and collaborative skills as stated in previous research (Zeydani et al., 2021). This method allows students to gain abilities that will aid them in dealing with societal changes and issues. According to the study, numerous programs that may facilitate students' direct interaction with the social community, such as trips to public facilities and social activities, were faced with adopting a community-based curriculum. It also includes activities that allow pupils to interact with a wide range of societal conditions and cultures. Students can also develop communication and interpersonal relationship skills through community-based education. Students will need these two talents to function effectively and efficiently in the community. Hence they are deemed crucial.

Furthermore, culture-based education is based on the teaching and learning of students by integrating values, norms, knowledge, beliefs, practices, experiences, and language, which are the basic characteristics of a culture (Kana'iaupuni, 2007). Educational institutions might take into account the culture of the surrounding area. On this foundation, education is more than merely teaching culture in a single project; it is the process of mixing and integrating cultural ways of thinking, learning, and solving issues in educational practice (Association, 2008). As a result, educators who can produce successful learning by making good preparations (Ayuni et al., 2021), using appropriate learning methods, and responding to changing circumstances are required (Novitasari & Fauziddin, 2022). Indonesia, on the other hand, has a diverse culture that is passed down from generation to generation. Education, as a sector that is inextricably linked to the next generation, must be capable of contributing to the preservation of regional culture. Customs, values, usual rules/rules, culture, language, beliefs, and everyday habits are all examples of local wisdom in regional culture. Previous research has shown that incorporating local culture into the classroom can help students enhance their narrative writing skills (Mustadi et al., 2021). Students are better able to grasp the values and messages contained in culture-based education because of the process of continuity between the curriculum and the setting of everyday life. As a result, each educational unit must consider the possibilities in the surrounding environment.

The achievement of educational goals is aided by community and cultural-based education. Unfortunately, past research shows that community involvement in education is still hindered by a variety of issues and is not optimal (Hasan & Firdaos, 2017). The importance of planning activity programs that take advantage of the potential of the surrounding environment has not been properly appreciated, particularly by schools. Schools, as educational institutions, should be able to engage the community from the smallest level, namely parents. Parents, on the other hand, were only involved in operational financing, according to the study. Schools that work with parents to discuss educational issues indirectly empower the community to take an active role in finding answers. These activities serve as a conduit for the instructional process.

Previous research, on the other hand, found that until today, no local content learning process related to local culture existed in every elementary and junior high school in a district (Susim, et al., 2019). The school is in the New Autonomy area, which is a newly separated district. As a result of this state, the learning that is being done is still generic and undirected. Furthermore, the implementation of culture-based education is still hampered by the difficulty of obtaining indicators consistent with local cultural values, a lack of time to establish a new curriculum, and a constantly changing curriculum

drafting team (Djazifah, et al., 2016). This condition makes it difficult to integrate culture into learning materials. Furthermore, it is anticipated that the advancement of science, which has resulted in numerous models of education and learning, would diminish existing culturally-based educational practices (Subagya, 2016). Students are unfamiliar with the culture in which they live as a result of this condition. As a result, culture-based education must be maintained and enhanced via careful planning and implementation, as well as ongoing review.

Education is crucial for the growth of exceptional human beings and the advancement of a country's development. With the rapid growth of technology and science, several models and styles of education continue to develop. One thing to keep an eye on is the deterioration of the surrounding environment's original values as a result of regeneration. As a result, community-based education and local culture have established strongholds, allowing the next generation of Indonesians to reflect attitudes and beliefs consistent with the country's norms and values. To our knowledge, there are few studies on community-based and culture-based education. The barriers to adopting community-based education (Hasan & Firdaos, 2017) and culture-based education (Djazifah et al., 2016; Subagya, 2016; Susim et al., 2019) have been highlighted in previous studies on the two types of education. What strategies can be used to realize community and culture-based education has not been discussed before. Therefore, this study aims to determine: (1) what strategies can be used to implement community-based and regional culture-based education and (2) what factors influence the success of community-based and regional culture-based education. The study findings are expected to serve as the foundation for policies that will allow key stakeholders to best utilize the community's potential to achieve educational goals. It is easier for pupils to learn when the environment is included in the educational process.

Therefore, based on published literature studies, this research is projected to provide an overview of Indonesia's circumstances for implementing community-based education and regional culture. So that it can serve as a model for other institutions and society at large when it comes to adopting community-based education and regional culture, these two educational foundations play a critical role in cultural preservation and the long-term viability of a cultured society.

2. METHODS

This research was research conducted under the literature method. This approach was chosen because this study aims to describe the application of community-based education and regional culture by tracing previous studies. The data obtained in the literature review are in the form of solutions that can be used to overcome problems when integrating society and regional culture in education. A literature review is carried out by analyzing, evaluating, and synthesizing research findings, theories, or practices in certain focus areas.

The research data were obtained from various journals contained in the database. The data was obtained through the results of research in national and international journals. We use Google and <https://e-resources.perpusnas.go.id/> as search engines to find journals. Some of the sites we use include ScienceDirect, Taylor&Francis, and Ebsco Host. The research keywords used were community-based education, local culture-based education, community-based education, and local wisdom-based education. Both nationally and internationally, the data we found amounted to 34 journals. Article sorting was done to find the appropriate discussion topics. The data used after the sorting process was 13 journals consisting of 9 national journals and 4 international journals. The details are presented in table 1 [attachment]. Data analysis in this study was performed by using qualitative data analysis. The stages in the form of data reduction, data presentation, and conclusions or verification are presented in Figure 1.

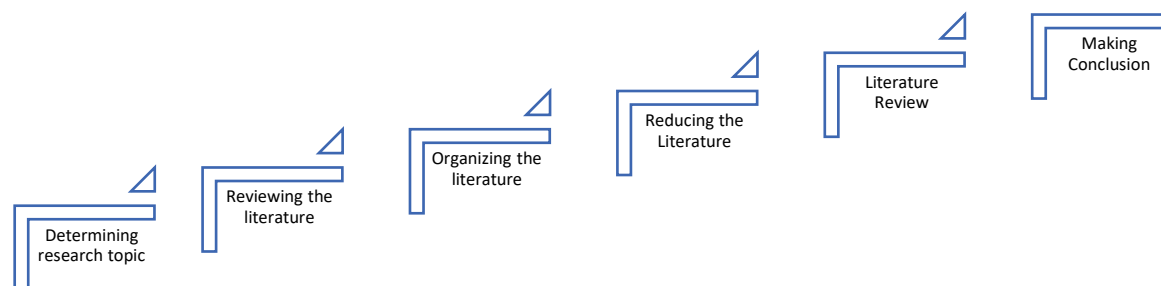


Figure 1. Data Analysis Process

3. FINDINGS

The results of the data analysis showed that four themes emerged based on the literature review. The themes are the strategy for implementing community-based education, the strategy for implementing local culture-based education, influencing factors, and the basic concept of implementing culture-based education. Table 1 describes the articles used as literature review material. Each article is searched for a sub-theme that corresponds to the research topic. The same sub-themes are then made into a single theme.

According to the findings of the first data analysis, five articles cover comparable ideas. The term "community-based education" refers to a set of methodologies for implementing community-based education (see Table 1). Only one out of every five stories mentions teacher participation in community-based education. According to the article, the teacher decides which environment to use as a learning resource (Hasan & Firdaos, 2017). Nonetheless, as explained in the accompanying article, the learning orientation still leads to student-centred learning (Rahmattullah, 2014). Three further articles detail actions that can be carried out if schools adopt community-based education (Lestariyanti & Hakim2020; Ibrahim, 2010; Muttaqin & Hariyadi, 2020).

The second data analysis raises the theme of regional culture-based education implementation strategies. Five articles were found to have similar subthemes. Two articles explain if regional culture can be integrated into the curriculum (Mimin, 2021; Pingge (2017). Regional culture can also be used as character education (Hidayati et al., 2020); Johannes et al., 2019), so it can be used as material lessons (Ririn & Ribuwati (2018). The variables that determine the successful implementation of community-based education and regional culture emerge as the third theme. This topic was created by combining four articles with comparable subthemes. Internal and external success factors might both be considered. Internal factors affecting self-esteem and motivation Luo & Lau, (2020), Syakdiah (2019). Meanwhile, the external factors are related to local religious or customary leaders (Rahmattullah, 2014); Pornpimon et al., 2014). The last theme is the basic framework of culture-based education (Subagya, 2016).

Table 1. Journal Data Analysis

No.	Author & Year	Title	Finding
Theme 1 Implementation Strategy of Community Based Education			
1	Hasan & Firdaos (2017)	Strengthening Community-Based Character Education in State Junior High Schools (SMPN) in Tulang Bawang Regency, Lampung Province	The teacher's role in selecting the environment as a learning resource
2	Lestariyanti & Hakim (2020)	Qaryah Thayyibah: Repositioning Eco-Literacy Through Community-Based Education	Community-based education is not limited to age, place, and time
3	Rahmattullah (2014)	Community-Based Education With Approach to Cultural Values and Local Potential (Alternative Strategy for Community Empowerment of	Community education-based learning is more learner-centred

No.	Author & Year	Title	Finding
4	Muttaqin & Hariyadi (2020)	Diamond Miners in Cempaka Sub-District, Banjarbaru City) Implementation of Strengthening Community-Based Character Education in Elementary Schools	Community-based education is carried out through cultural heritage-based learning activities, museums, and art studios
5	Ibrahim (2010)	<i>The Use Of Community Based Learning In Educating College Students In Midwestern USA</i>	Community-based education for college students
Theme 2 Implementation Strategy of Local Culture Based Education			
1	Mimin, (2021)	Developing the 2013 PAUD Curriculum Model Based on Local Wisdom of the Ngalum Ok Tribe	Regional culture can be integrated into the curriculum
2	Pingge (2017)	Local Wisdom and Its Application in Schools	How to integrate regional culture into the curriculum
3	Hidayati, Waluyo, Winarni, & Suyitno (2020)	<i>Exploring The Implementation Of Local Wisdom-Based Character Education Among Indonesian Higher Education Students</i>	Regional culture-based education can be used to instill character in students
4	Johannes, Ritiauw, Mahanangingtyas, & Nurhayati (2019)	Implementation of Local Culture-Based Learning in Improving the Positive Attitude of Discipline of Elementary School Students	Education-based on regional culture and student character
5	Ririn & Ribuwati (2018)	Application of Local Wisdom-Based Education in SD Negeri 8 Rambutan, Banyuasin Regency Towards Global Citizens	Literary media containing elements of regional culture can be used as material to convey the subject matter
Theme 3 Factors influencing success			
1	Luo & Lau, (2020).	<i>Community-Based Art Education in China: Practices, Issues and Challenges</i>	Lack of motivation from the teacher
2	Syakdiah (2019).	The paradigm of Community Based Education	Intrinsic motivation can be influenced by one's beliefs or religion
3	Rahmattullah, (2014)	Community-Based Education with Cultural Values Approach and Local Potential (Alternative Strategy for Community Empowerment of Diamond Miners in Cempaka Sub District, Banjarbaru City)	Important figures or figures in an area
4	Pornpimon, Wallapha, & Prayuth (2014).	<i>Strategy Challenges the Local Wisdom Applications Sustainability in Schools</i>	The support obtained from religious leaders can be a companion or even a principal in realizing the success of community-based education
Tema 4 Kerangka dasar pendidikan berbasis budaya			
1	Subagya (2016)	Culture-Based Education in the Special Region of Yogyakarta: Education, Learning, and Morals	The basic framework of culture-based education consists of culture as the content of education, culture as a method of implementing learning, and culture as a context and approach to education management

4. DISCUSSION

4.1. Community-based education implementation strategy

First, schools might use the public facilities in their immediate vicinity to facilitate learning. Previous research has found that when teaching social sciences, teachers play a role in selecting the

environment as a learning resource (Hasan & Firdaos, 2017). This method necessitates the teacher's correctness to meet the previously established educational objectives. Teachers must consider the suitability of learning resources with the curriculum's instructional objectives, the relevance of existing resources to students' understanding of the material and acquisition of learning experiences, their suitability with instructional evaluation and learning achievement, budget and accessibility, and how long it takes.

Second, it is not constrained by age, location, or time (Lestariyanti & Hakim, 2020). Adults and children can both continue to learn anytime they wish. Learning the Koran and recitation are two examples of community-based educational activities. The age of adults who desire to learn to read the Quran is irrelevant. TPA, Islamic boarding schools and recitation communities are examples of community-based educational organizations based on Islam that can assist those who want to learn. They don't need any special qualifications to study religion. As a result, a community that is constantly learning can help to shape a superior and competitive civilization. Third, learning is becoming increasingly learner-centred (Rahmattullah, 2014). It is commonly referred to as student-centered in a formal educational setting. Because people can develop ideas according to their capacity, this type of approach can encourage learning citizens to be more creative. Active engagement improves the quality of the learning experience.

Fourth, collaborate or cooperate with the local community. Community-based education is carried out through cultural heritage-based learning activities, museums, and art studios, according to previous studies (Muttaqin & Hariyadi, 2020). Furthermore, professional figures such as doctors, military, and police were invited as resource persons for the inspiration class program. The school is attempting to create community engagement through collaborating with local artists and culturalists in extracurricular activities. Visiting local libraries, printing houses, and bookstores, on the other hand, might help pupils improve their literacy skills. Meanwhile, collaborating with universities to conduct learning research could be a viable option for ensuring the success of community-based education implementation. Open schools that allow students to conduct research help teachers become more professional.

Students in higher education can be assigned to programs that include visiting a rehabilitation facility, going out with someone with special needs, playing with children in a care center, visiting parents in a nursing home, helping youngsters study at home, and assisting immigrants with their studies adjust to the new surroundings (Ibrahim, 2010). Students spend an average of 20 hours per semester in community-based education. To get optimal learning outcomes, this program should be longer than 25 hours every semester. Such programs provide students and lecturers with more meaningful opportunities by allowing them to make genuine contributions to society. Students' interpersonal, intrapersonal, and social abilities are also improved through community-based education.

4.2. Strategy for implementing regional culture-based education

First, schools might incorporate regional culture into their curricula (Mimin, 2021). Local cultural components such as life values, folklore, local games, food, and often enacted rituals can all be utilized as curriculum content. The actions that must be followed include gathering various sorts of local wisdom in the culture where the school is located and integrating it into current curricula or developing it into special subjects (Pingge, 2017). Schools can also work with local community leaders to get their feedback on how to introduce area culture to students. Planning, evaluating, testing, and making decisions are all part of the process. Furthermore, schools must do comparison research with other institutions that have successfully integrated education. In the curriculum, there is a strong emphasis on culture. Aside from serving as a reference, this activity can also help to reduce the number of implementation failures.

Second, regional culture-based education can be used to help pupils develop character (Hidayati et al., 2020). Positive values and norms can be integrated into learning, habituation, and

training, as well as offering examples and establishing an environment characterized by local culture. Previous research has shown that culture-based education can help pupils develop a disciplined character (Johannes et al., 2019). The following steps can be used in a local culture-based learning process: (1) determine the local culture, (2) determine students' knowledge or understanding of local culture, and (3) determine local cultural materials that follow the goals set, (4) provide examples of disciplinary behaviour related to local culture, (5) allow students to express their opinions verbally and in action, (6) motivate students to realize the importance of local culture, (7) group discussions, and (8) draw conclusions.

Third, schools can use literary media that contain elements of regional culture as material for delivering subject matter (Ririn & Ribuwati, 2018). Media can be used as a means to introduce the identity of an environment. The methods used vary such as compiling an essay about the culture of an area or tourism potential in the area. Mathematics teachers can introduce geometric concepts to traditional house buildings. Sports teachers can introduce traditional games to stimulate children's physical motor development. On the other hand, art teachers can introduce children to dance, music, and regional crafts.

4.3. Factors that influence the success of community-based education and regional culture

One of the obstacles to implementing culture-based education, according to previous studies, is teachers' lack of enthusiasm (Luo & Lau, 2020). Teachers at a school aren't often residents of the area, thus, they're unfamiliar with the local culture. They lack a strong feeling of community identity due to this disease. Teachers lack intrinsic incentive to engage when offered a culture-based educational curriculum. Beliefs or religion can impact the intrinsic drive (Syakdiah, 2019). For example, Islam holds that everyone who knows has a responsibility to pass it on to others. Supported by their financial condition and strong will, they can independently organize community-based education without expecting assistance from the government. This is also evident from various private Islamic educational institutions that have sufficient credibility.

The next factor is important figures or figures in an area (Rahmattullah, 2014). A religious figure, for example, is frequently obeyed by the community since what he does must be correct and beneficial. Religious personalities serve as both thinking and behavioural examples. His position is extremely powerful because he is thought to possess a high level of knowledge, allowing him to portray a person who is full of role models, has authority, and is captivating. Religious leaders' assistance can be a helpful ally or perhaps a key factor in ensuring the success of community-based education (Pornpimon et al., 2014). Government organizations and the private sector should promote and develop regional culture-based education with a focus on problems and their causes, finding solutions, and participating in formulating appropriate teaching concepts so that regional culture can be integrated into education.

4.4. The basic framework for implementing culture-based learning

The basic framework of culture-based education consists of culture as the content of education, culture as a method of implementing learning, and culture as a context and approach to education management (Subagya, 2016). Culture as a topic of education suggests that schools can conduct both intracurricular and extracurricular learning concerning culture. Teachers can blend values, activities, and media that already exist in culture into students' topics through intracurricular activities. Meanwhile, unique programs for the introduction of culture, such as batik, dance, wayang, Pencak silat, and so on, might be held as extracurricular activities.

Schools that use culture as a learning approach design learning activities based on local culture. For example, in physics classes, students learn about sound using traditional music teaching aids, in economics classes, students learn about buying and selling by going to the market. And in basic math classes, students learn basic math counting using puppets as a medium for addition and subtraction. Furthermore, culture as a context and approach in education management means that schools create a

cultured environment, for example, through 5S culture and exemplary. The goal of education is to transform negative behaviour into positive behaviour. As a result, having a school culture is critical for any educational unit or institution. One of the study's flaws is the gathering of journal data, which came largely from national publications. The integration of data from reputable international publications enhances the complexity of research findings by offering different perspectives on community-based education and regional cultures from diverse nations. Future research may be able to compensate for this flaws.

5. CONCLUSION

The advancement of science and technology has resulted in the emergence of a variety of teaching systems. To prevent an area's original values and normalcy from eroding, schools and the community must work together to integrate them into education. Local culture and community also contribute to a variety of educational techniques that aid national growth. More research is expected to focus on one of the educational bases and perform a more in-depth analysis. As a result, it will be able to reveal more information about its implementation so that it may fully contribute to associated parties.

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