



Community Education for Sustainable Rural Development

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Abstract

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Community-based education has a strategic role in strengthening the capacity of rural communities towards sustainable independence and prosperity. This study uses the Systematic Literature Review method on several scientific articles published in the last five years to analyze the contribution of community education in village development. The results of the study show that community education not only functions as a means of knowledge transfer, but also as an instrument of social, economic, and cultural empowerment. The integration of the concept of social entrepreneurship in education has been proven to be able to foster creativity, increase community income, and strengthen social solidarity. In addition, contextual education with local cultural values plays a role in maintaining the identity and traditional wisdom of rural communities. Collaboration between universities, local governments, and community organizations is also key in creating an inclusive and adaptive education system to global challenges. Thus, community-based education is an effective approach to build an independent, competitive, and socially and ecologically just village, while encouraging sustainable development in the future.

1. Introduction

Community-based education is one of the strategic approaches in strengthening sustainable rural development in Indonesia. This approach places the community at the center of the educational process, not only as a beneficiary, but also as a key driver in the planning, implementation, and evaluation of learning activities. In the rural context, education does not only function as a formal knowledge transfer, but also as a means of social, economic, and cultural empowerment that encourages community independence. According to Edwards (2019), community-based education is able to reach marginalized groups in rural areas by providing access to learning that is contextual and relevant to local needs. Therefore, this education model is important to overcome educational gaps, increase the capacity of human resources, and strengthen the socio-economic resilience of rural communities.

In the last two decades, educational orientation in rural areas has undergone a paradigm shift from a top-down model to a participatory approach based on community needs. This approach emphasizes the active involvement of the community in building an education system that is adaptive to local challenges, such as limited facilities, lack of educators, and low digital literacy. Lakshmi et al. (2020) emphasized that youth participation in community-based educational activities not only improves the quality of learning, but also fosters the spirit of social innovation through entrepreneurial activities and life skills training. Thus, education is no longer seen as a purely individual process, but rather as a collective effort to improve social and economic welfare.

The integration between education and social entrepreneurship is an important dimension in strengthening community-based rural development. Surya et al. (2021) stated that community-based education integrated with social entrepreneurship is able to create a practice-oriented learning environment and real solutions to local problems. For example, community-based training that emphasizes agricultural innovation, environmental management, or the creative economy has been proven to increase people's income while strengthening social solidarity. This contextual education also encourages the emergence of young generations who have high social awareness and adaptability to global socio-economic changes. Thus, the synergy between education and social entrepreneurship is the driving force for the progress of rural communities.

In addition to playing a role in economic aspects, community-based education also strengthens social capital and cultural cohesion in rural areas. Castro-Arce and Vanclay (2020) explained that the success of educational development is not only measured by academic output, but also by the community's ability to build social networks, strengthen the value of mutual cooperation, and foster trust between citizens. Education that involves the community in the planning and management of learning activities creates a high sense of belonging to educational institutions. This strengthens social integration and builds intergenerational solidarity that is a characteristic of rural communities. Furthermore, the integration of local cultural values into the educational process allows for the transfer of traditional knowledge that is relevant to the life of modern society.

Higher education institutions also have a strategic role in supporting the development of community-based education. According to Perdana et al. (2021), the development of community-based education centers in rural areas can be an important foundation in increasing the capacity of local human resources. Universities, through research and community service activities, can function as strategic partners in strengthening the quality of education and social innovation in villages. Collaboration between academics, local governments, and communities creates a dynamic educational ecosystem oriented towards the development of local potential. This synergy not only accelerates the development of education in rural areas, but also increases the relevance of the curriculum to the real needs of the community.

Community-based education has a dual role as an instrument of social empowerment and as a catalyst for sustainable rural development. This model is not only oriented to academic achievement, but also to increasing the capacity of the community to manage social and economic life independently. Participatory, contextual, and collaborative education has been proven to strengthen people's resilience to global challenges, such as climate change, digital transformation, and social inequality. Therefore, this study aims to systematically examine the role of community-based education in building an independent, competitive, and sustainable rural society through social entrepreneurship approaches and social capital strengthening.

2. Methods

This study uses the Systematic Literature Review (SLR) approach to analyze, evaluate, and synthesize various relevant research results on community-based education in rural areas. This approach was chosen because it is able to provide a comprehensive overview of the development of theories, practices, and empirical findings related to community empowerment through participatory education. The SLR method also allows for the identification of research gaps as well as the mapping of the direction of future development of community-based education models.

The research stages are carried out systematically in four main steps, namely literature identification, article selection, content analysis, and synthesis of results. In the first stage, the researcher searched the literature on several academic databases such as Google Scholar, and ResearchGate. The keywords used include community-based education, rural development, social entrepreneurship, community empowerment, and local knowledge. Initial search results found some scientific articles published in last five years. After going through a screening process based on inclusion criteria, namely articles with high relevance to the theme of community-based education, having a complete text, and published in accredited scientific journals, several main articles were selected as data sources in this study.

The second stage is content analysis. In this stage, each article is read in depth to identify the main themes and subthemes related to the research topic. The analysis process was carried out with a thematic approach to find patterns and conceptual relationships between research results. The main focuses of the analysis include: (1) the role of community-based education in increasing the capacity of human

resources; (2) the involvement of the community and youth in the educational process; (3) integration of social entrepreneurship in rural education; and (4) the impact of education on social and economic sustainability at the local level. The results of the analysis are then categorized into several core themes that are the basis for the preparation of discussions in the results and discussion sections.

The third stage is thematic synthesis, which combines research results into a conceptual framework that describes the relationship between education, community empowerment, and sustainable development. The synthesis was carried out by comparing similarities and differences between studies to gain a broader understanding of the effectiveness of community-based education in various regional contexts. This process resulted in a deeper interpretation of how education plays a role as a social instrument in building the independence of rural communities.

The final stage is validation and documentation, which aims to ensure the reliability of the research process. Each step is recorded systematically from search, selection, to data analysis. The documentation is done to ensure transparency and facilitate the replication of similar research in the future. Thus, the SLR approach in this study is expected to provide a strong scientific foundation to understand the role of community-based education as the main driver of inclusive, participatory, and sustainable rural development.

3. Results

The results of the systematic review show that community-based education is a strategic approach in rural development because it plays a direct role in increasing

the capacity of human resources, strengthening economic independence, and maintaining the social and cultural sustainability of the community. This education prioritizes the principle of participation, where society is not only an object, but also a subject in the process of learning and decision-making. Based on the analysis several scientific articles, it can be concluded that community-based education in rural areas has three main roles: as a means of social empowerment, a vehicle for economic innovation based on social entrepreneurship, and an instrument for strengthening local social and cultural capital.

The research of Edwards (2019) show that community-based education has a significant impact on increasing women's independence in rural and disadvantaged areas. Through contextual and flexible learning programs, women are able to acquire productive economic skills such as micro business management, sustainable agriculture, and local handicrafts. This model shows that education not only functions to transfer knowledge, but also to empower the community through self-capacity building. In addition, women's active participation in educational activities strengthens social structures and creates gender equality at the community level. Thus, community-based education is an important forum in encouraging equitable social and economic equality.

Education also functions as a driving force for rural economic transformation through the integration of social entrepreneurship principles. Surya et al. (2021) found that the application of a social approach in education is able to encourage the formation of a young generation that has an orientation towards sustainable development. Practical experience-based education and entrepreneurship training

fosters a collective awareness of the importance of developing ethical and well-being-oriented local businesses. This finding is strengthened by Esteves et al. (2021), who state that community education integrated with social entrepreneurship can be an effective strategy in improving the economic welfare of rural communities through the development of local capacity and individual creativity. A participatory learning process makes communities more resilient in facing global economic challenges and encourages the creation of an innovation ecosystem in rural areas.

The role of youth in community-based education is also very prominent. Lakshmi et al. (2020) explain that youth are agents of change who are able to utilize technology, innovation, and social networks to increase the effectiveness of education in rural areas. Through activities such as digital training, financial literacy development, and technical skills training, community-based education encourages the growth of an independent and creative young generation. Youth are not only beneficiaries of education, but also facilitators in community learning activities. This approach has a dual impact: accelerating the transformation of knowledge at the local level and expanding community participation in social and economic activities. This is in line with the view of Green (2017) who stated that community-based education programs play a major role in shaping social leadership oriented towards inclusive development.

In addition to economic and social aspects, community-based education functions as a means of preserving cultural values and social capital. According to Castro-Arce and Vanclay (2020), education that integrates local cultural values such as mutual cooperation, solidarity, and traditional wisdom contributes to

strengthening the identity of village communities. By incorporating cultural practices into the learning curriculum, communities can maintain their cultural heritage while adapting to changing times. In this context, education is not only a formal learning process, but also a mechanism for the transfer of values and sustainable traditions. This is in line with the findings of Lang and Fink (2019) who emphasized that strong social capital is the foundation for the effectiveness of community education because it increases trust, collaboration, and success of development programs at the local level.

The research of Mariyono et al. (2021) also highlight the importance of non-formal education innovations in strengthening the empowerment of rural communities. Their research in Thailand shows that real-world practice-based education models, such as community skills schools, are able to bridge the gap between the world of education and the world of work. Community-based non-formal education creates a learning environment that is adaptive and relevant to local needs, such as organic farming training, simple technology, and small business management. This approach shows that rural education can be a dynamic social development instrument if supported by cross-sectoral collaboration between communities, governments, and higher education institutions.

Community-based education is also closely related to the development of social entrepreneurship in rural areas. Purusottama et al. (2018) show that community-based entrepreneurship training increases community commitment in developing micro-enterprises in villages. The learning model that emphasizes real practice, mentoring, and local collaboration helps participants understand business

management, marketing, and sustainable financial management. This not only strengthens the village economy, but also creates a network of cooperation between local business actors. Steiner and Teasdale (2019) added that education that integrates social entrepreneurship plays a role in increasing household economic resilience and expanding employment opportunities for vulnerable groups in rural areas. Thus, community education is the main catalyst in encouraging community-based economic growth.

Furthermore, the role of universities in strengthening community-based education is an important highlight in various studies. Perdana et al. (2021) stated that the development of community-based education centers within the university is able to strengthen the synergy between education, research, and community service. Universities not only function as academic institutions, but also as facilitators of rural development through training programs, entrepreneurial incubation, and technology transfer. Collaboration between academics and the community creates an educational ecosystem that is applicable and has a direct impact on improving the quality of life of the community. This model shows that community-based education connected to higher education can accelerate the social and economic transformation of villages towards independence.

The findings from Juma and Khademi-Vidra (2019) reinforce this view by affirming that community-based education combined with social entrepreneurship contributes significantly to poverty alleviation and increased competitiveness of rural communities. Empowerment-oriented education encourages the emergence of learning communities that are able to innovate and adapt to economic changes. In

addition, collaboration with governments and private institutions allows the development of continuing education programs that are appropriate to local potential and characteristics. This kind of education makes the community not only as recipients of knowledge, but also as developers of solutions to their own problems.

From all the results of the study, it can be concluded that community-based education is an integral approach that connects social, economic, and cultural dimensions in the context of rural development. This educational model serves as a forum for lifelong learning that is oriented towards real action, as well as a foundation for the development of an inclusive and empowered society. The success of community-based education is strongly influenced by active community participation, institutional support, and the integration of local values that are relevant to the social context. Thus, community-based education is not only a tool to increase knowledge, but also a means to strengthen people's capacity towards an independent and sustainable life.

4. Conclusion

Community-based education has a strategic role in encouraging inclusive, competitive, and sustainable rural development. This approach places the community at the center of the entire educational process from planning, implementation, to evaluation so that learning activities are not only academic, but also contextual with local needs. Through participatory education, the community is able to identify potentials and problems in their environment and develop innovative

solutions to improve social and economic welfare. This kind of education forms an independent, adaptive, and critical society that has a critical awareness of the importance of sustainable resource management.

Apart from being a means of knowledge transfer, community-based education also functions as an instrument of social and economic empowerment. Through the integration of social entrepreneurship, education encourages the formation of a productive and creative mindset, while strengthening solidarity between citizens. The involvement of youth and women in educational activities expands community participation, fosters local leadership, and creates sustainable innovation. The support of higher education institutions and local governments is a key factor in strengthening the community education ecosystem through mentoring, applied research, and relevant training programs. Thus, community-based education not only serves to improve the quality of human resources, but also serves as a foundation for rural social and economic development that is equitable, sustainable, and based on local potential.

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