

## Implementation of Community-Based Education in Increasing Learning Interest of Marginalized Children in School

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**Abstract:** Marginalized communities, such as children in remote areas with various limitations in the economic, geographical and educational fields they face, all the limitations that cause underdevelopment, especially in the field of Education, these children lack enthusiasm for learning at school. This research was conducted at SDN Kalipenggung 04, Randuagung, Lumajang. This research aims to find out how the results of the implementation of Community-based Education Learning increase the enthusiasm for learning in schools so that schools with a mountainous geographical background and far from urban areas can achieve achievements, especially in the field of athletics or by the potential possessed by many students so that students can make maximum use of what they already have. This research uses a qualitative approach of case study type using an explanatory analysis model. The results of this study show that implementing Community-based Education in increasing the enthusiasm for learning of marginalized children has proven to increase the interest of marginal children. This is evidenced by some of the achievements they have achieved both at the district and provincial levels.

**Keywords:** Community-based Education, Interest to learn, Marginal Children

**Abstrak:** Masyarakat marginal, seperti anak-anak yang berada dipedalaman dengan berbagai keterbatasan dalam bidang ekonomi, geografi dan pendidikan yang dihadapinya, sehingga dengan segala keterbatasan yang menyebabkan ketertinggalan khususnya dalam bidang pendidikan membuat anak-anak tersebut kurang memiliki semangat dalam belajar di sekolah. penelitian ini dilaksanakan di SDN Kalipenggung 04, Randuagung, Lumajang. Penelitian ini untuk mengetahui bagaimana hasil implemtasi Pembelajaran Community-based Education untuk meningkatkan semangat belajar di sekolah, sehingga sekolah dengan latar belakang geografis pengunungan dan jauh dari perkotaan bisa meraih prestasi terutama dalam bidang atletik atau sesuai dengan potensi yang dimiliki oleh banyak peserta didik sehingga peserta didik dapat memanfaatkan secara maximal apa yang telah mereka miliki. Penelitian ini menggunakan pendekatan kualitatif jenis studi kasus dengan menggunakan model analisis eksplanasi. Hasil penelitian ini Impelementasi Community-based Education dalam meningkatkan semangat belajar anak-anak marginal terbukti mampu meningkatkan minat anak margil, hal ini dibuktikan dengan beberapa perestasi yang mereka raih baik tingkat kabupatn maupun provinsi.

**Kata kunci:** Community-based Education, Minat Belajar, Anak Marginal

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## **Introduction**

The research will discuss the implementation of community-based learning in improving marginalized groups. Community-based learning, or what is often called Community-based Education, is an educational concept that combines Education designed by the government and designs from the surrounding community. The disparity in education facilities between big cities and remote villages can be seen from the school facilities and road facilities to get to school.

This gap is caused by infrastructure development and distribution of teaching staff that needs to be running properly, and there tends to be no improvement. This is indicated by the difficulty of accessing educational services, especially in 3T (Frontier, Outermost and Disadvantaged) areas (Rosmana dkk., 2023).

Marginalized people can be defined as groups that are marginalized and tend to be oppressed from various aspects of their lives due to geographical location, weak economic conditions, and a social environment that does not support and ultimately makes them hampered from central or regional services, making marginalized people enveloped by various problems in their daily lives, especially for marginalized children. (Romdhoni, 2022).

Even though they are weak in all aspects, they still have to fight for their fate by being educated and pursuing what students who are classified as marginalized aspire to. The period of children aged 6-12 years can be said to be an intellectual period because children already want the skills taught by teachers at school; at this time, children have been released from the egocentric nature of parents and can judge empirically what they encounter in the outside world so that at this time children have a mature age (Sabani, 2019)

By borrowing Poule Fiere's typology, it is said that the main human problem is always about humanizing humans, so these issues must be taken seriously, especially in Education. The most important element in building human resources is Education, which is the foundation for early childhood to move towards a more advanced direction (Silahuddin, 2017). The soaring cost of Education is problematic, as the times offer quality Education, but this can be worrying for marginalized communities (Husna, 2018).

Various education experts have designed many educational methods to address all the educational problems; community-based Education or community-based Education was echoed by American education experts who later received recognition in the State law in 1898, namely Law Number 2 of 1989 concerning the National Education System. (Anwar dkk., 2022).

The progress school argues that community-based Education is Education for children so that they can play an active role in society by developing all their potential and solving their problems. Community-based Education can also be Education from society for society by seeing educated participants as dynamic, creative beings who have the freedom to think not only linear mathematical but multiple intelligences. (Susilawati, 2021).

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This view is certainly in line with the new paradigm of education management in Indonesia. As is known, there has been a total reform in managing primary and secondary Education from state-based Education to unit-based Education, known as Management-Based Education.

School-based management and community-based management are called Community-Based Education. This means that the community is positioned as a party that must take responsibility for implementing educational services according to the specified standards. This is in line with the opinion of Machali and Hidayat (2016: 354)

that the community has a central and strategic role in delivering education services at the education unit level. (Wahyudin, 2021).

The community-based education method is applied to basic educational institutions, especially for marginalized people; this is because this method is to improve marginalized children; the efforts we can make are to provide skills for each individual so that they have the expertise and can have a more decent job that is in line with the nature of human nature, human nature is a monodualist creature, namely a creature with a body, social and individual soul as well as an autonomous creature and has God.

As is the case at SDN Kalipenggung 04, which is located at the foot of Mount Lamongan, Lumajang, with a mountainous geographical background that makes access to the village so difficult that mobilization is hampered, these marginalized learners prefer gardening to sit in school. In addition, learners also experience difficulties in communicating using Indonesian at school, and this is due to the large number of learners who experience inclusion, such as low numeracy and literacy, and this can be seen from the large number of upper-grade learners such as grades 4, 5 and 6 who are not fluent in reading and writing, learners are also stuttering on technological developments, such as not being able to know how to apply laptops and other learning devices. With these various limitations, the flow of information is hampered, and students experience much lagging, especially in thinking; students in these schools do not have the enthusiasm to learn at school, so many students do not continue to higher schools because they feel enough to have aspirations as farmers, drivers, and even coolies.

The following is data on geographically marginalized learners at SDN Kalipenggung 04 Lumajang, with aspirations to be farmers, drivers, and even coolies.

Table. 1. Data on geographically marginalized learners

<b>NO</b>	<b>Class</b>	<b>Male</b>	<b>Woman</b>	<b>Amount</b>
1.	Class I	16 people	11 people	27 Students
2.	Class II	Nine people	8 people	17 Students
3.	Class III	11 people	12 people	23 Students

4.	Class IV	Ten people	Nine people	19 Students
5.	Class V	Ten people	Ten people	20 Students
6.	Class VI	14 people	Ten people	24 Students
Grand Total				130 Students

Some factors that make marginalized children lack enthusiasm for learning in school are boring learning methods or models, school fees that are so expensive with all the supporting equipment, and mobility so difficult that students have to take a long way with steep and steep terrain to get to school. School management is also one of the factors inhibiting their learning because it cannot manage assistance from the government properly, so reading books in schools looks outdated and ultimately makes students not interested in reading, which causes very low literacy in the school. Teachers' competence is also a major factor; some teachers in the school need special skills, as seen from some teachers with the last Education in SMA and non-linear majors, so they cannot provide interesting learning for students.

The situation that does not support students to have a high enthusiasm for learning cannot continue to be normalized; marginalized children in a fertile period in their development must continue to receive proper Education at school to have a brighter future.

The same research was conducted by Meri Sandora in 2019, titled *The Concept of Marginalized Children's Education in the Perspective of Community-Based Education*. The results of her research are to improve marginalized children; the effort we can make is to provide skills for each individual so that they have expertise and can have a more decent job. (Sandora, 2020).

The same research was also conducted by Fathayatul Husna in 2018 with the title *Educational Innovation for Marginalized People*, which resulted in research on the Gajang Wong School, which is a school built by the Undercurrent Advocacy Team (TAABAH) in collaboration with the method Timoho Community by building activities for children aged 3 to 7 years or for children who have not yet entered school age.

From the two studies above, no discussion has been found about implementing community-based Education into schools as one of the formal institutions in this

country, so this community-based education model is acculturated with the curriculum that the government has designed, which can increase students' interest in learning at school. This research also discusses the Community Based Education model in schools for geographically marginalized children because they are located in the mountains, making them have various limitations and backwardness.

Interestingly, after this learning model is applied, the school has many achievements, especially in athletics or by the potential of many students so that students can make the most of what they have.

Table 2.

NO	Achievements	Level of Achievement	Year of Achievement
1.	3rd place in the Pantonym Competition in the FL2SN event	Randuagung Subdistrict	2023
2.	3rd place in Tartil Competition in PAI Performance	Randuagung Subdistrict	2023
3.	1st place in soccer competition in FL2SN event	Randuagung Subdistrict	2023
4.	3rd place in the Volleyball Competition in the FL2SN competition event	Randuagung Subdistrict	2023

### Research Method

The method used by researchers uses a Qualitative approach with a type of phenomenology. Phenomenology is a unit of qualitative methodology but includes the value of origin in its progress. In research, research methods explain, analyze, and describe things from a certain position from all information obtained during field activities. The techniques used in this research are interviews, in-depth observation, and participation.

### Results and Discussion

Kalipengung 04 State Elementary School in Randuagung Luamjang is a formal education institution; like other formal institutions, learning in the school uses a curriculum designed and determined by the government. However, in addition to using a curriculum by the Ministry of Education, Research and Technology, SDN

Kalipengung 04 also applies a community-based education model commonly known as Community Based Education.

The implementation of community-based education management here is practically marked by community participation in the entire education management process, starting from the planning, organizing, actuating, and controlling stages. (Wahyudin & Permana, 2020).

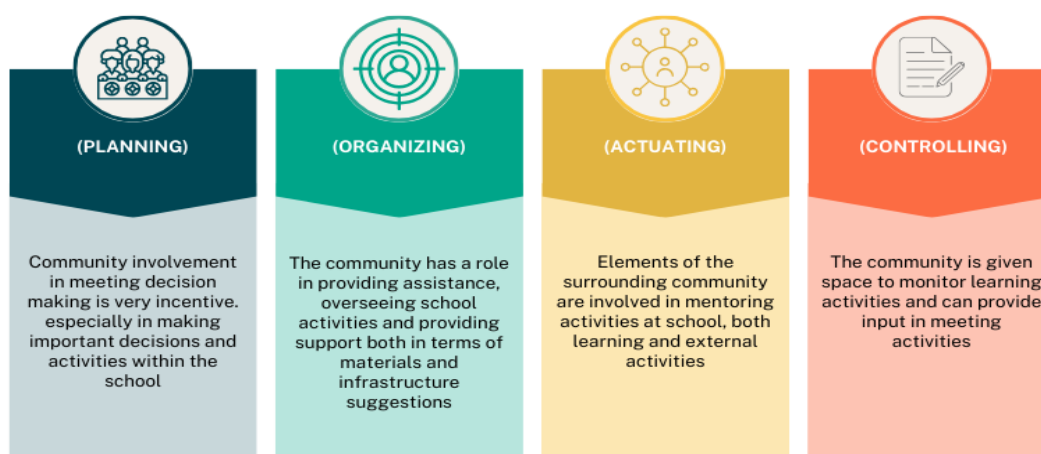
The trigger for the emergence of the paradigm of Community-Based Education is the great flow of modernization that wants to create democratization in all lines of life (M.Si, 2020).

Guiding students in providing freedom to continue to develop their potential according to their interests, talents and needs as long as it does not conflict with the basics of state and society so that they can fulfill their needs is the spirit of educational democracy in Indonesia(Ilyasir, 2019).

The involvement of the community element in this case, among others, is shown through its participation in decision-making, taking a role in providing support for the fulfillment of resource needs, known as the 5 M (man, materials, machines, methods, and money). In addition, the community often plays a role as a companion and implementer of activities and as a direct or indirect supervisor in using educational resources.

Indicators of Community Involvement in the Management of SD Negeri Kalipengung 04 Randuagung Luamjang can be seen in Table 3.

Table 3: Indicators of Involvement of Community Participation in Management



**a. Community-Based Education as an Effort to Increase Marginalized Children's Interest in Learning**

In the Indonesian dictionary, marginal means small, thin, fringe or edge land. In society, marginalized children are categorized as a group of people who are marginalized from the progress of the times. Variations in the conditions of marginalized children can be seen from various types and forms of economic status, the geographical location where a community group lives, or the conditions of the family's social and educational background. In short, the conditions of marginalized children are categorized into three aspects: geographical conditions, economic conditions, and social conditions. (Rahman, 2019).

Problems in marginalized children are not spared in the field of Education; marginalized children tend to lack interest in learning at school; the interest is not there because they do not have the motivation to get the learning results they get, the learning results are obtained through effort both in cognitive, affective and psychomotor abilities. (Sharpe dkk., 2021).

It takes an education model that can attract their interest to continue learning at school, such as community-based or community-based Education. Empowering the community around the school environment with a skilled, smart, independent and highly competitive community is a picture of community-based Education by the pioneers of previous Education. (Lestariyanti & Hakim, 2020).

**b. Strategies for Implementing Community-Based Education in Increasing Student Interest in Learning SDN Kalipenggung 04**

The implementation of Community Based Education to foster students' interest in learning, among others:

**Teacher Planning**

In implementing Community-Based Education, teachers must carefully plan the learning process in detail because it involves not only the school but also the community, such as the village head, hamlet head and parents. (Samsinar & Fitriani, 2020)



In addition, homeroom teachers must carefully pay attention to each learner about what they like and need in their lives so that learning can run effectively and learners feel happier. Related to the learning model that suits the interests of students is kinesthetic, such as learning outside the classroom with various kinds of games, extracurricular sports, volleyball, running and so on, so that with the school touching the things they enjoy, students become more enthusiastic to continue learning at school. With this learning model, teachers who are not only limited to teaching but also as facilitators need supportive skills.

A professional teacher is a teacher who educates. To make students better understand what is being taught, teachers must create the right learning model so that students become more active in learning. (Abrar, 2020).

To make students actively involved in learning, teachers are required to play an active, creative role and become facilitators of students by conveying teaching materials and problems that occur. So that theoretical material can be explained with problems that occur in their environment. (Himawan, 2020).

Improving teacher skills in implementing Community Based Education in schools is carried out by mentoring by researchers for several months; this is done so that teachers can become qualified facilitators with various obstacles that exist in the school, and it is done so that learning can continue to run and develop actively and efficiently. Community Based Education learning model indirectly improves teacher skills, because teachers are not only limited to teaching learning material, but can also be friends, companions, and mentors to continue to increase the potential of students as a provision for their lives.

### **Big Meeting**

After careful planning by the school, the next step is to conduct deliberations with important figures in Kalipenggung hamlet, such as the Village Head, BPD, Community Leaders, parents of students, and Religious Leaders. This is done to jointly support the realization of this learning model so that the community can enthusiastically provide support and input to the school. Finally, participating in community elements can make the learning process run effectively and efficiently, and the school can run more effectively.

### **Implementation Stage**

SDN Kalipenggung 04 has six study groups that follow the government program, namely implementing the 2013 curriculum, which is still constrained by several factors, such as inadequate facilities and teacher competence, resulting in schools that are not ready with all the curriculum updates launched by the government, so they need alternative learning models.

In the implementation stage of this Community-Based Education, each class or subject teacher will become a facilitator with a kinesthetic learning model, so they do much learning outside the classroom. In addition, to support each potential participant, the school also activates extracurricular activities, namely volleyball, soccer, dance, and others. By applying a kinesthetic learning model, students are more active in the classroom to remember their learning spirit in class.

With the geographical location of the mountains, SDN Kalipenggung 04 is very far from the crowd; the main occupation in this hamlet is gardening or agriculture, which utilizes nature as a source of community needs. Thus, handicrafts from roan become one of the extracurricular activities applied at the school. This is done so that students understand the cultivation of rattan or bamboo, which has been used as the main occupation of the local community.

### **Conclusion**

Community-Based Education, as an effort to improve the quality of Education and student interest in learning in the form of community participation, has proven effective as an alternative education model. This is because the elementary school SDN Kalipenggung 04, Randuagung, Lumajang implements community participation, including voluntary participation from both parents and the surrounding community in supporting school facilities and participation in the form of supervision of school performance; every community has the right to oversee the learning process at school so that schools are not only supervised by the education office but evaluated and monitored by the surrounding community.

Supervision from the Community impacts student interest in learning; without being guided, students learn with the community both in academic development and asking for others who support student academic improvement.

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