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**Community-Based Education Model to Empower Communities in Utilizing  
Local Potential**  
**(Analysis Study on Community-Based Learning Centers in Lampung Province)**

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**Abstract**

*This research stems from the discussion about developing and implementing the concept of community education, which is essentially a form of democratization of education through expanding educational services for the benefit of the community. The problem formulation is (1) What local potential is available around PKBM to be utilized in community-based education activities in Lampung Province? (2) What is the level of community empowerment after attending community-based education using the available local potential? (3) What is the conceptual model of community-based education to civilize the community in utilizing local potential? This research aims to utilize the local potential available around PKBM in community-based education activities in Lampung Province, determine the level of community empowerment after attending community-based education by utilizing local potential, and find a conceptual model of community-based education to empower communities in utilizing local potential. The research approach used in this study is qualitative. The analysis showed that the most dominant advantages of local potential in Bandar Lampung city are the availability of educational institutions and services, complete infrastructure, development of information systems and technology, the availability of quality human resources, and the development of arts and culture. For that, the local potential of Bandar Lampung city is excellent in developing technology and culture. Generally, the average level of community empowerment in the Lampung region is in the good category. This condition has the potential to continue to improve community empowerment through an education process based on local potential.*

**Keywords:** PKMB, local potential, environment, conceptual method

**Abstrak**

Penelitian ini bermula dari Sihombing, acuan untuk mengembangkan dan melaksanakan konsep pendidikan masyarakat. pada hakikatnya merupakan wujud dari demokratisasi pendidikan melalui perluasan pelayanan pendidikan untuk kepentingan masyarakat. Adapun rumusan masalahnya yaitu: (1) Potensi lokal apa saja yang tersedia di sekitar PKBM untuk di manfaatkan dalam kegiatan pendidikan berbasis masyarakat di Provinsi Lampung? (2) Bagaimanakah tingkat pemberdayaan masyarakat setelah mengikuti pendidikan berbasis masyarakat dengan menggunakan potensi lokal yang tersedia?(3) Bagaimanakah model konseptual pendidikan berbasis masyarakat sebagai upaya membudayakan masyarakat dalam memanfaatkan potensi lokal? Penelitian ini bertujuan agar potensi lokal yang tersedia di sekitar PKBM untuk dimanfaatkan dalam kegiatan pendidikan berbasis masyarakat di Propinsi Lampung. Tingkat keberdayaan masyarakat setelah mengikuti pendidikan berbasis

masyarakat dengan memanfaatkan potensi lokal. Untuk menemukan model konseptual pendidikan berbasis masyarakat sebagai upaya memberdayakan masyarakat dalam memanfaatkan potensi lokal. Pendekatan penelitian yang digunakan dalam penelitian ini adalah pendekatan kualitatif, Hasil penelitian menunjukkan Keunggulan paling dominan yang menjadi potensi lokal di kota Bandar Lampung adalah ketersediaan lembaga dan layanan pendidikan, kelengkapan inprastruktur, pengembangan sistem informasi dan teknologi. Ketersediaan sumber daya manusia yang bermutu, serta pengembangan seni dan budaya, untuk itu potensi lokal kota Bandar Lampung adalah wilayah yang potensial dalam pengembangan teknologi dan budaya. Secara umum rata-rata tingkan keberdayaan masyarakat di wilayah lampung termasuk dalam kategori baik. Kondisi ini merupakan potensi untuk terus meningkatkan keberdayaan masyarakat melalui proses pendidikan yang berbasis potensi lokal.

**Kata Kunci:** PKMB, PotensiLokal, Lingkungan Hidup, Metode Konseptual

## INTRODUCTION

Community-based education is crucial in involving a community as a subject or actor, not an object that only receives the education system (Hasanuddin, 2019). The community is also responsible for implementing education in their respective areas, from the beginning of planning to the implementation (Normina, 2016; Setiawan et al., 2022). This concept illustrates that the community understands what they want and what can be developed through educational facilities in the area or region (Ramadhan, 2022; Verbina Ginting et al., 2022). Sihombing introduced the reference for developing and implementing the concept of community education. First, the technology studied should be aligned with the real conditions and situations in the community. Second, there must be a forum whose status is clear, owned, borrowed, managed, and developed by the community where community participation is needed. Third, the learning program must have social value or must be meaningful for the lives of students or learning citizens. The learning program must be explored based on the environment's potential and be market-oriented, not just academically oriented. Fourth, regarding program ownership, the institution must belong to the community, not government agencies. Fifth, in terms of organization, the out-of-school education committee does not handle its program but partners with community organizations. (Sihombing, 1999; Suharto, 2005).

Sihombing in Fasli Jalal and Dedi Supriadi emphasized that five aspects become a reference for out-of-school education in developing and implementing community-based education. First, the technology studied should align with society's conditions and situations. Introduced or forced sophisticated technology often burdens a community because it is unnecessary. The second is institutionalization, meaning there must be a forum whose status is owned, borrowed, and managed by the community. Community participation in planning, procuring, using, and maintaining nonformal education institutions is encouraged and fostered. The third is social, meaning that learning programs must have social value or must be meaningful for the lives of students or learning citizens. Therefore, the program must be explored based on the environment's potential and be market-oriented, not merely academically

oriented (Dewi Ratna Juwita, 2020). Fourth, ownership of the learning program means that the institution must belong to the community, not government agencies. So far, it has been proven that a sense of ownership by government agencies could not generate community participation because everything is designed by the agency concerned (Jalal, 2001; Siswanto, 2019).

Culture is a whole experience-based man-made system of ideas, actions, and human works in the context of living in a society (Mahdayeni et al., 2019). Culture is not born by itself but rather through a learning process that can be done through family, community, and school education (Al Ubaidillah & Setyawan, 2021; Juhanda, 2019; Sumarto, 2019). Selo Sumardjan and Soelaeman Soemardi revealed that culture is all the work, taste, and creation of society (Ishiqah Ramadhany Putri & Ningrum Fauziah Yusuf, 2022; Tabi'in et al., 2022). The work of society produces the technology and material culture needed by humans to master the surrounding nature. Therefore, the strength and results can be perpetuated for the benefit of society, according to Koentjaraningrat (Mustopa, 2017; Sumarto, 2019). The culture in the form of artifacts is a physical work that can be touched (Wibisomo, 2017). In a behavioral system, culture is a pattern of actions by patterned humans (Sumarto, 2019) (Sumarto, 2019). Patterned behavior follows the rules that apply to the social system of a particular community. Behavior is concrete and can be observed and visualized. Culture as a system of ideas is abstract (intangible) and can only be known and understood after studying it in depth. Culture in the form of an ideological system is an idea that the citizens have learned of a society from an early age, so it is difficult to change.

Textually, empowerment is a process. It is the ability to do something or act in the form of reason or effort (Kurniawan & Atmadja, 2019). Society is a unit of human life that interacts according to a certain system of continuous customs bound by a sense of shared identity (Hasandinata & Murni, 2023; Rais Rahmat Razak et al., 2020). In some studies on community development, community empowerment is often interpreted as an effort to give people the power to make their voices heard to contribute to planning and decisions that affect their communities (Foy & Nancy,

1994) (Foy & Nancy, 1994). Kindervatter defines empowering, in terms of its outcome, as "People Gaining an Understanding of and Control over Social, Economic, and or Political forces to improve their standing in society." This limitation emphasizes the end product of the empowerment process, namely the community gaining understanding and control of social, economic, and political forces to improve their position in society (Syamsi, 2010). (Syamsi, 2010).

About learner participants, Kindervatter states that being active is one dimension of the goal in the empowering process. He suggests ten characteristics of the participatory approach: (1) giving power not only to the advisor but to the learners as decision makers in all aspects from planning, implementation, to evaluation, (2) involving a number of people such as informal leaders or those who represent them, professionals, or active members in the group, (3) emphasizing the interests and needs of the learners, (4) providing problems and solutions by participation through discussion and others, (5) using methods that can develop self-expression and dialog, (6) making sure that the benefits are felt directly by the participants, (7) treating the agents of change as facilitators, including instructions and sources of teaching materials by linking them to outside sources, (8) recognizing the importance of training for the agents of change to equalize understanding of the participatory principles, (9) carrying out activities based on a mutually determined structure, and (10) operating activities based on determined principles (Kindervatter, 1979).

Empowerment is aimed at employees in the business world. The pressure of empowerment in business is a high-profit margin from productive and excellent employee performance. Cook and Meacaulay's theory (Handika et al., 2023) shows an increase in income because the management gives employees the authority to take part in decision-making process related to their daily work. One example is the sales clerk, who was given the authority to make decisions and take action in connection with customer claims. Decision-making is distributed among all staff so that important matters that require quick decisions and actions do not have to wait for decisions from top management (Kindervatter, 1979). From the three interpretations of the term empowerment or empowering, it can be concluded that empowerment is

an effort to enable small communities or subordinates who have been considered not or less instrumental to increase and have better abilities about their status and role in the social system. In principle, the so-called subordinates include employees, clients, tenants, community members, learning citizens, etc. The setting or social system can be a business world, factory, organization, community, or other social system. Empowerment can be achieved by providing opportunities and authority to empowered parties to participate in decision-making and action based on their authority (Hadiyanti, 2008).

The Community Learning Activity Center (PKBM) is a forum for various community learning activities directed at empowering potential to drive social, economic, and cultural development (Gunawan et al., 2023; Ibrahim et al., 2020). PKBM is a nonformal education unit. It is a place of learning and a source of information formed and managed by the community, oriented towards empowering local potential to improve the knowledge, skills, and attitudes of the community in the economic, social, and cultural fields (Belajar et al., 2021; Zaifullah et al., 2023). According to Kamil, there are three important objectives in the establishment and development of PKBM: 1) empower the community to be independent (empowered), 2) improve the quality of life of the community in terms of social and economic, 3) increase sensitivity to the problems in the environment to solve them, 4) bring closer the process of educational services, especially the process of learning services combined with various demands and problems around the community itself (Kamil, 2009). The principles adopted by PKBM can be identified into seven principles, including the principle of expediency, meaning that every PKBM presence must benefit the surrounding community to improve and maintain their lives. The principle of meaningfulness means that PKBM, with all its potential, must provide and create meaningful programs to improve the quality of life. The principle of togetherness means that PKBM is an institution managed together. The principle of independence means that PKBM must prioritize its strength in implementing and developing activities. The principle of harmony means that every activity by PKMB must be relevant and in harmony with the situation and conditions of the surrounding

community. The principle of necessity means that the learning program implemented at PKBM must begin with activities that are urgently needed by the community. The principle of help means that PKBM is a community learning and learning arena based on a sense of mutual care and love among fellow community members (Maryati, 2018).

PKBM, as an institution formed from, by, and for the community, is institutionally attached to several functions that are intrinsically difficult to separate. The function is functionally characteristic of PKBM, which is also an image attached to it. According to Sihombing, these functions are described as follows: (a) it is a place of learning where community members can gain knowledge and obtain various skills and functional knowledge that can be utilized quickly and precisely to improve the quality of life. Through PKBM, the community can find everything it needs to forge itself, ready to work through a variety of science and practical skills that are ready to use. (b) It is the center of all community potential. PKBM, as a place to exchange various potentials that exist and develop in the community, becomes a dynamic synergy in efforts to empower the community. Through PKBM, all community members with excess knowledge, skills, and attitudes can be used as a resource for other community members. (c) It is a center and source of information. The community asks for information about various learning activities and functional skills needed; both held at the PKBM and elsewhere. Suppose the learning community cannot come to the PKBM. In that case, the learning program is carried out in the best possible place for the learning community, given the distance, resources, regional potential, and equipment needed. Thus, the community can obtain accurate information about various efforts to improve the quality of life through educational programs. (d) It is a place to exchange skills and experiences, meaning that various skills and experiences possessed by the community are concerned with the principle of mutual learning and teaching through discussion of the problems faced (Almadiyah, 2017). Based on the background description of the problem above, the title of this research is "Community-Based Education Model to Empower Communities in Utilizing Local Potential."

## **METHODS**

The approach employed in this study is qualitative (J. Moleong, 2008). This approach is in line with the case study proposed by Bogdan and Biglen and Lincoln and Guba, who state that qualitative research has the following characteristics: (a) a scientific background (natural setting), (b) humans as research instruments, (c) using a qualitative approach, (d) analyze data inductively, (e) grounded theory through inductive analysis, (f) descriptive reports, (g) more concerned with the process than the results, (h) there are limits determined by the focus of research, (i) there are specific criteria for data validity, (j) the design is temporary, and (k) the results of the research are negotiated and agreed upon (S. Lincoln & G. Guba, 1985).

Observation is a data collection method that systematically observes and records the phenomena under investigation (Hashanah, 2016). This method is used to examine and observe the implementation and process of empowerment. According to Arikunto in (Arischa, 2019) (Arischa, 2019), the documentation method is a way of finding data about things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, minutes of meetings, agendas, and so on. This documentation method collects data on the implementation and empowerment process. Sugiyono (Apriyanti et al., 2019) states that interviews are a way of obtaining information by asking informants directly. The type of interview guidelines the researcher uses is an unstructured one. Researchers use interview guidelines as the instrument to outline the problems to be asked to the village government, community members (groups of fisherwomen who will be given training), religious leaders, and PKBM managers to dig up data about the history and background of the establishment, organizational structure, vision and mission of the PKBM, work programs, various kinds of activities, and problems faced. Without interviews, researchers will lose information that can only be obtained by asking informants directly. The interviews are done utilizing an interview guide with a loose structure with the expectation that it will direct the honesty of the study subjects' attitudes and opinions when delivering information. Data validity standards demonstrate the



consistency of field results with reality. The trustworthiness of data is examined using triangulation techniques to determine its validity.

The triangulation technique is used to validate data. Denzim (J. Moleong, 2008) differentiates four types of triangulation: (a) Source triangulation refers to comparing and rechecking the degree of confidence in information collected through different times and tools in qualitative research; (b) Method triangulation (1) According to Patton in (J. Moleong, 2008) there are two strategies: verifying the degree of trust in study findings with various data collection methodologies. (2) Using the same procedure to assess the level of trust in many data sources; (c) Technique triangulation, using researchers to recheck the degree of data confidence. Other observations that can help data are used. (d) Theoretical triangulation involves comparing theories discovered through field studies with theories in the literature review chapter.

## **RESULT AND DISCUSSION**

### **Local Potential and Its Utilization in Community-Based Education**

Education is an effective social intermediate in the preparation of human resources. According to Ihak Hatimah (Verawati et al., 2021), education is an institution that preserves social and cultural values. Every civilization has a local learning system that is resilient and adaptive in maintaining social life's balance. Education initiated, executed, and directed by the community is one of the educational units in the community; in Indonesia, the entity in charge of arranging such education is PKBM. Community Learning Activity Center (PKBM) is one of the educational units of the nonformal education path, which also includes the formal and informal education tracks. According to UUSPN No. 20 of 2003, article 1 paragraph (10), education units are educational service organizations that arrange education at all levels and types of education through formal, nonformal, and informal channels (Senjawati & Fakhrudin, 2017).

To discuss in depth the local potential of this research, the potential and utilization of local potential in the research subject area of Lampung province will be presented: (1) Bandar Lampung City and (2) Metro City.

### **1. Potential and Utilization in Education in Bandar Lampung City**

As a research place with urban characteristics, Bandar Lampung City has numerous amazing potentials. The biggest benefit in the Bandar Lampung city region is related to infrastructure. The educational facilities surrounding the subject location are included in the qualification of excellent potential (score 9) because it has early childhood education institutions, elementary school, junior high school, senior high school, and college institutions, both public and private. These circumstances have been used to improve the quality of the nation's generation, not just for the residents of Bandar Lampung but also for the people of Indonesia as a whole. Second, religious facilities near the research subject's location are included in the high potential criteria (score 7). The facilities can be used as a community resource to promote awareness of religious values and worship of Allah the Almighty. Third, the good potential criteria (score 7) include road and bridge infrastructure near the research subject's location as a means of community traffic so that community activities and mobility in economic, educational, and other social activities are more effective and efficient. Fourth, trade and business facilities around the research subject's location are included in the good potential criteria (score 8); citizens employ these facilities as a livelihood center for Bandar Lampung city and the surrounding areas. Fifth, the standard potential criteria (score 6) include government facilities near the research subject's location. Community members have used these facilities to complete administrative requirements of citizenship and as a shelter for the community's aspirations for local government. Sixth, information, communication, and technology facilities near the research subject's location are considered to have high potential (score 7). The potential can be seen in the availability of information, communication, and technology facilities, which allow people to execute their tasks swiftly, precisely, and efficiently.

Aside from infrastructure, another possibility for the residents of Bandar Lampung City is human resources. First, the quantity of residents around the research subject qualifies as high potential (score of 7). Second, there is a huge number of people of working age in the vicinity of the research subject. This circumstance allows excellent and potential labor sources to be recruited. Another benefit of the Bandar Lampung city community is the cultural diversity (language, manners, art) in the Ujung Berung area, which has high potential (score 8). The cultural potential and the preservation of customs, particularly in language, allow the young people around PKBM to use them daily.

According to the findings of the study mentioned above of local potential in Bandar Lampung, the exceptional potential of Bandar Lampung is the completeness of infrastructure, the availability of public facilities, community proficiency in technology, and the development of cultural arts. These four benefits are potentials that can be used in community education. As a result, two types of education can be recommended: technology-based community education and culture-based community education.

Bandar Lampung's smart city policy is supported by technology-based education. The reasons for education for technology-based communities in Bandar Lampung city are as follows: first, Bandar Lampung has many technologically educated human resources. Local potential can be used as a source of knowledge or specialists. Second, the younger generation, who are currently in primary and secondary school, is large, and they, too, want technological proficiency. Through both formal and nonformal education methods, this local potential can be used as a target or potential learning citizen. Third, the expected availability of reference sources and hardware and software technical instruments. This local potential can be used to develop learning media. Fourth, there is a supply of graduate users of enterprises and business units who require education graduates with technological capabilities. This potential can be a collaboration partner and a reference for building technology-based education innovations, including curriculum design and

workforce recruitment. Thus, the existing potential meets the city of Bandar Lampung's need for technology-based education inputs, processes, and outputs.

Culture-based community education is also one of the defining characteristics of Bandar Lampung as a cultural city. The philosophical basis is that culture needs to be conditioned in an educational institution. Koentjoroningrat (Nyoman et al., 2017) explains that culture is a system of ideas, acts, and human works in community life that humans create via learning. Culture is created through a learning process that can be accomplished through family, community, and school instruction.

Second, many human resources in Bandar Lampung master culture (culturalists) and art professionals (artists). These local potentials can be used as learning resources or specialists. Second, many members of the community, including foreigners, are interested in learning the arts and culture of Bandar Lampung. This potential can be leveraged as targets or learning citizens, particularly through nonformal education methods such as courses, training, or cultural and artistic sangar-sangar. Third, the possible availability of cultural diversity as an educational program offered locally can be used as nonformal education program possibilities for anyone interested in learning it. Fourth, the presence of arts and cultural centers in Bandar Lampung demonstrates the city's great potential in culture and art. The findings revealed that the city of Bandar Lampung has one of the centers of culture and art that is well-known not only in Indonesia but also worldwide, martial arts centers, crafts, and many other sources of culture and art in the city of Bandar Lampung as a center of excellence. These advantages are used as a source of learning and even curriculum development for culture-based community education.

## **2. Potential and Utilization of Education in Metro City**

Metro City has a lot of promise as a research topic and has been used to suit the demands of its people. The following are the primary advantages of the metropolitan area: The first is the geography as a local perspective aspect,

specifically the topography sub-aspect (a form of the land surface) in the Metro city region (score of 8) because the contour of the land surface is uneven or tiered. Because land surfaces absorb water slowly, water flow conditions can continue on the topsoil's surface. Such a flow of water can rinse the roots of plants above it. Such soil conditions are suitable for growing vegetables and various beautiful flower plants.

Furthermore, the climatology sub-aspect is included in the normal potential (score 7) because the climate and weather are not too hot and interfere with plant growth. Farmers can use the weather conditions as an excellent farming period. The metro city area, especially the hilly parts, has an excellent potential (score 8) in the geological sub-aspect (soil rock properties) since the soil contains little acid content, making the area favorable for agriculture. Another feature of a potential mountainous location is the hydrology sub-component (movement, distribution, and quality of water), which has a high potential (score 8) due to the high quality of water because it is adjacent to springs, and farmers employ natural conditions to cultivate crops.

In conjunction with the potential of geography, the potential of natural resources in metro cities has several advantages, including, first and foremost, the potential of geography. The agricultural sub-aspect has good potential qualifications (score of 8), given that the climatic conditions and existing land surface are good for farming, and thus, the local community relies on the agricultural sector to survive; secondly, the plantation sub-aspect has good potential (score of 8), given that the area is used as a private-based plantation, particularly in areas with the potential to grow strawberries, oranges, vegetables, and other fruits and vegetables. Third, given the cheap availability of animal food, the animal husbandry sub-aspect has a normal potential (score of 6) in normal criteria. Third, the livestock sector has a normal potential (score of 6), given the readily available sources of feed for animals and a favorable environment, so that people use it for gardening and livestock, particularly dairy cattle.

Another possible advantage of Metro is the availability of human resources. This advantage is obvious from several factors. First, the level of community participation in the metropolis, particularly around the PKBM location, is high (score of 7). Second, mobility and productivity are in high criteria (score of 7), particularly the development of innovation to manufacture natural products. Metro City has good infrastructural potential in terms of educational, religious, road and bridge, trade and commercial, government, information, communication, and technology facilities. Educational facilities in metro cities are in good criteria (score of 8), considering that there are elementary, junior high, high school, and college institutions. The religious facilities are of high quality (score of 8), given the abundance of mosques and churches in the neighborhood for diverse community activities. The nearby roads and bridges also present some potential (score of 7); given the existing road facilities, services to the community can be supplied as a tourism area.

Based on the findings of the mentioned study of local potential in Metro City, it is possible to infer that Metro City has superior potential in geography, natural resources, human resources, and public amenities. All four have the potential to be used in community education. As a result, community education focused on agritourism can be advised.

The reasons for education for agritourism-based communities in Metro City are: First, the geographical potential in the city of Metro is very conducive and relatively comfortable, the people are friendly, many agricultural and plantation products, and the creation of natural products can be used as tourist attractions for domestic and foreign tourists. Agritourism education institutions may be specifically designed in an educational sector, such as a high school, tourism, or tourism academy, or a tourist learning studio researching and developing tourism in Metro. Second, the population of Metro is quite large, and many of them live in regions that could be tourist attractions. These human resources can potentially be used as target students or learning citizens in developing expertise in the agritourism sector. Third, the city community has long provided tourist services to local and

foreign travelers. Many figures have problems with how to promote promoting-based tourism in the city of Metro, including running a trading business concerning agricultural and plantation products. These human resources have the potential to be tourism specialists with knowledge and experience (best practices) in the field of agritourism. Fourth, because Metro is a regional and national tourism asset, local and regional or provincial government backing is strong. This potential can be leveraged to create educational institutions that are one-of-a-kind and professional in agritourism.

### **The Level of Community Empowerment after Participating in Community-Based Education Using Available Local Potentials**

The research study on the level of community empowerment in Lampung province after general education is fairly good. In this study, the level of community empowerment is investigated on four elements: 1) Economy, 2) social and cultural, 3) mobility, and 4) community awareness in three research areas (Bandar Lampung, Sukabumi, and Metro City). The level of community empowerment in the Lampung province is measured in numerous ways. First, in the economic aspect, 1) the sub-aspect of negotiation ability is lacking because around three (25%) research subjects chose the option “sometimes and never,” 2) the sub-aspect of satisfaction level is moderate because around seven (58%) research subjects answered quite satisfied, 3) the sub-aspect of managerial ability is moderate because 6 (50%) research subjects chose the option “will try,” and 4) the sub-aspect of decision-making ability is moderate because six (50%) research subjects chose the option “very brave.” Second, in the socio-cultural aspects, 1) the sub-aspects of cooperation and concern are moderate because six (50%) research subjects answered “always concerned,” 2) the sub-aspects of the participation level are excellent because twelve (100%) research subjects chose the option “always participate,” the involvement of research subjects is excellent because six (33%) research subjects answered “following up on learning activities.” Furthermore, the involvement in helping others is high because seven (58%) research subjects answered “helping in PKBM activities.” The meeting

attendance is excellent because six (50%) research subjects chose the option “always come.” The involvement in various activities is also excellent because seven (58%) research subjects chose “yes, always participate.” 3) The sub-aspect of the ability to argue is high because six (50%) research subjects chose the option “sometimes submitting suggestions.” Expressing opinions is excellent because seven (58%) research subjects answered the frequent option.

Third, in the mobility aspects, 1) the sub-aspect of the willingness to set new goals is high because four (33%) research subjects chose the option “always do.” 2) the creativity sub-aspect is good because six (50%) research subjects chose the option “sometimes.” 3). The ability to act is good because six (50%) research subjects chose the option “Yes, I move.” Fourth, in the awareness aspects, 1) the sub-aspects of changes in awareness are excellent because seven (58%) research subjects chose the option “very aware.” 2) the level of self-confidence is good because five (42%) research subjects chose the option “very confident and quite confident.” Likewise, understanding oneself is excellent because eight (76%) research subjects chose the option “quite understand.”

### **Conceptual Model of Community-Based Education as an Effort to Empower Communities in Utilizing Local Potentials**

Based on field observations and interviews with the respondents, information was gathered about the research subjects' ideas and expectations regarding the importance of PKBM service models that can empower communities in exploiting local potential. The conceptual model's development research was studied using five characteristics of model requirements. The five elements are as follows: 1) Logicalization, 2) purposes, 3) elements, 4) processes, and 5) Verification.

The investigation of the aspects above can be summarized as follows: First, the rationalization is produced with the concept of the implementation conditions, which are relatively rapid in their growth from the perspectives of planning, implementation, and assessment, which probably still require advice and guidance from related authorities. The second is the philosophical and legal foundation, which covers the



importance of organizing community-based education in utilizing local potential; additionally, a model needs analysis required as a guide to the minimum standards of community-based education is required as a guideline.

Third, the conceptual model's aims were broken down into two sub-aspects: general objectives and specialized objectives. According to PKBM administrators, the overall goal of arranging community-based education is to help individuals learn skills in using local potential. According to PKBM management, the specific objective of organizing community-based education is to teach and complete education so that learning citizens have abilities that can harness the local potential in their area. Fourth, the conceptual model's components are broken down into seven sub-aspects: teaching materials, learning citizens, learning resources, learning techniques, learning media, learning facilities and infrastructure, and learning expenses. Teaching materials in community-based education should be standardized. According to PKBM administrators, there are no requirements for the number of students, and the material can be tailored to students' interests and needs. The tutor must be educated (having a bachelor's degree). The learning methods are appropriate for the topic content and the students. Community leaders, including the PKBM manager, stated that the learning approach conforms with the material that should be designed in community-based education.

Regarding learning facilities and infrastructure, classrooms are the bare minimum for building facilities and community-based education. According to the PKBM manager, having buildings and classrooms is sufficient. Concerning the funding sources for community-based education, the PKBM manager and community leader argue that the expense is derived from community self-help.

Fourth, the conceptual model procedure is analyzed based on five sub-aspects: planning, organizing, implementing, coaching, and evaluating. The parties involved in the planning process of community-based education management, according to the PKBM manager, are the institution and manager. The existence of a structure is occupied by various elements: principle, foundation head, tutor, secretary, treasurer, and education participants. The PKBM manager describes the implementation as a

community empowerment program, while community leaders see it as one that fosters creativity and community entrepreneurship. The education office is in charge of training, while the institution and manager oversee evaluation.

## CONCLUSION

### **Local Potential and Its Utilization in Community-Based Education in Lampung Province**

#### **1. Condition of Local Potential and Its Utilization in Bandar Lampung**

The availability of educational institutions and services, complete infrastructure, and information systems and technology development are the most prominent assets that have become local potential in Bandar Lampung. Because of the availability of quality human resources and the growth of arts and culture, Bandar Lampung City's local potential is a prospective area for developing technology and culture.

Another excellent possibility for Bandar Lampung city residents is the aspect of potential human resources. Bandar Lampung educators are often well-educated and effective. This condition can potentially be a source of superior and potential workers in the recruitment process. Second, the city's cultural diversity, such as language, traditions, and food. Manners and art have been used as symbols of Bandar Lampung's highly civilized city. The riches in Bandar Lampung are relatively sustainable with gold technology, allowing it to become a research and reference center for other places.

#### **2. Condition of Local Potential and Its Utilization in Metro City**

Metro City is a green area that has the advantage of natural potential. The most dominant characteristic of Metro City is natural resources with the development of agricultural land and infrastructure, such as educational facilities, religious activities, and road facilities, as well as access to community mobility in conducting business activities.

The infrastructure aspect is analyzed as follows: first, educational facilities in the Metro City area are in good potential criteria because of the existence of fairly complete educational facilities, including early childhood education institutions, elementary schools, and high schools. The PKBM thrives in the village. Until now, the facilities are complete and can be utilized by citizens. Second, religious facilities have good potential because mosques can be found everywhere. The community can utilize these worshipping facilities for various worship activities and develop religious and social knowledge. Third, road and bridge facilities have good potential. Fourth, trade and business facilities are in the normal potential criteria.

### **The Level of Community Empowerment after Participating in Community-Based Education Using Available Local Potentials**

The level of community empowerment in Lampung Province is measured in several aspects. First, in the economic aspects, 1) the sub-aspect of negotiation ability is poor, 2) the sub-aspect of satisfaction level is moderate, and 3) the managerial ability sub-aspect is moderate. Second, in the socio-cultural aspect, 1) the sub-aspect of cooperation and care is high, 2) the aspect of the level of participation is excellent, and the respondents' involvement is also excellent. The attendance at meetings is excellent, and the involvement in various activities is also excellent. Lastly, 3) the ability to express opinions is good.

Third, in mobility, 1) the willingness to set new goals is excellent, 2) the ability to recreate is high, and 3) the ability to act is also high. Fourth, in awareness, 1) the sub-aspects of changes in consciousness are excellent, and 2) the level of self-confidence is excellent. Based on the description above, the average level of community empowerment in the Lampung region is in the good category. This condition has the potential to continue to improve community empowerment through an education process based on local potential.

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### **Community-Based Conceptual Model as an Effort to Empower Communities in Utilizing Local Potentials**

The development of a conceptual model of local potential-based education and its application in Lampung Province's regions is tailored to the distinctive features of each region's advantages. First, the Kedaton district of Bandar Lampung city offers local potential in infrastructure, information system development, and technology. Human resources who are technologically literate are available. In addition, educational and cultural services are available. As a result, it is suggested that a conceptual model of community education services based on technology and cultural development be developed. Second, the Bandar Lampung City of the Sukabumi area has local potential in natural resources, particularly for developing agricultural land, cattle, fisheries, and infrastructure for business growth. As a result, a conceptual model of community education services based on agribusiness development is suggested.

Third, the conceptual model's aims are broken down into seven sub-aspects: general objectives and specialized objectives. Fourth, the conceptual model's components are broken down into seven sub-aspects: teaching materials, learning citizens, learning resources, learning techniques, learning media, learning facilities and infrastructure, and learning expenses. In community-based education, learning materials should be standardized. Fifth, the conceptual model approach is broken down into five sub-aspects: planning, organizing, implementing, coaching, and assessing.

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