

Community-Based Education Model to Empower Community in Utilizing Local Potentials

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Abstract: *This study focused on community-based education model to empower certain community in utilizing local potentials (PKBM study in Bandung). Community-based education is an education process that arises, developed, and utilized by local community. Therefore, it is expected to maintain education program that occurs for a life time, so the community can utilize their potentials. The purpose of this research is to get a clear description of community-based education which is developed to empower community in utilizing local potentials done at PKBM in Bandung. The data collection was done by using interview, observation, literature review, and document study. The participants of this research were: PKBM management, community figure and education Burueau in Bandung City, Bandung Region, and West Bandung Regency. The findings of this research showed: (1) The local potentials in Bandung City are technology and culture, the local potentials in Bandung Regency is agribusiness, and the local potentials in West Bandung Regency is agro-tourism; (2) the community empowerment level after joining community-based education that utilizes local potentials, which are measured by economy, socio culture, mobility, and awareness level, generally shows a good result; (3) The community-based education conceptual model that utilizes local potentials is recommended to be managed based on the background of model arrangement, model arrangement foundation, the objectives of model development, components of models, the procedure of model implementation, and the model of fit and proper test.*

Keywords: Community-based education, community empowerment, local potentials

1. Introduction

Education has central and strategic roles in improving human resources, since it forms human values. The characteristics of human resources should be integrated, initiative, intelligent, socially excellent, powerful, imaginative, flexible, enthusiastic, have feeling of importance, and globally knowledgeable.

Education has a function as an institution that carries out socio-culture values preservation. Each community has indigenous learning system, which is persistent in keeping social life in balance. This indigenous learning system is the root of non formal education and it keeps developing to address various needs. Non-formal education has a wide opportunity to educate people, which has target to certain people based on age, socio-culture environment, sex, occupation, education level, and or other specific groups.

Recently, non-formal education is keep developing and adapting with the needs and community. For instance, the Directorate of Non Formal Education has developed an empowering strategy that uses Community based Education (CBE).

According to Nielsen (2001:178), CBE means education in which proportion of decisions is made by community. In line with that definition, the activities in non-formal education should be based on the significance and needs of certain community. Sihombing (2001:185) states that the foundation to develop and carry out the concept of community based education should consist of: First, the technology should be appropriate with the real condition of the community. Second, it has to be institutional, in meaning that there should be an organization to manage its status, whether it is owned, borrowed, or managed by the community; and the community member should take part in the on-going process.

Third, it should have social values or be meaningful for the community members. Therefore, the program should be developed based on environment potentials and market, not only for academic orientation. Forth, the program ownership should be owned by the community, not government. Fifth, the staffs of non-formal education do not manage their own programs, but they should cooperate with other social organization.

Based on several examinations, this study limits its focus into the model of community based education in utilizing local potentials. The research questions are: (1) What local potentials provided in PKBM that are utilized by in community-based education activities? (2) How is the empowerment level of the community after joining community-based education that utilizes the existed local potentials? (3) How is the conceptual model of community based education, in order to empower local potentials?

The assumption used in this research are: (1) Community based education can mobilize local resource and improve community role to take a bigger part in education planning and implementation; (2) Community empowerment can be realized through CBE so the community will have authority to develop themselves by interacting with their surrounding; (3) PKBM is a Non-Formal Education unit that can improve learning of community by utilizing the facilities, infrastructure, and potentials of surrounding, therefore the community will have the competence and skill to improve their life standard; (4) PKBM can improve and show the community ability in planning, implementing and controlling Non-Formal Education program that is appropriate with the needs and condition of the community.

2. Literature Framework

2.1 The Concept of Cultural Values

Cultural values consist of concepts of valuable things that are considered important by certain community and function as guidance for the community life. Tillar (2002) states that culture is a whole complex thing. In meaning that culture is a unity, not separable parts. Each culture has unique patterns and design, and also specific mosaic.

Another definition of culture is proposed by Koentjoroningrat (1990: 179), who states that culture is a whole idea system, act and human's works in their social life, which is owned by people through learning. Culture is born through learning processes that are done in family, community and schooling.

Koentjaraningrat (1979: 186-187) proposes three forms of culture, namely: (a) ideas and values/norms; (b) the activities or pattern of human act in the community; and (c) things made by human. Furthermore, Koentjaraningrat differentiates another four cultural forms, namely: (a) artifact; (b) the system of act and patterned act; (c) system of idea, and (d) ideological system.

2.2 Community-Based Education (CBE)

Community based Education is an innovative invention to solve various education problems, to improve community transformation, to increase school participation (from primary to tertiary level), and to foster the participation of non-formal education. Beside it, Berkes, F (2013:16) mentions that community development processes tend to use practical and achievable participatory projects.

Sihombing (in Jalal and Supriadi, 2001: 183-188) affirms five aspects that become the reference of non-formal education in developing and implementing CBE, namely: technology, institutional, social, ownership of learning program, and organization.

Furthermore, Jalal and Supriadi (2001) acknowledge the objectives of CBE are:

- a) Assisting government in mobilize local resources and advancing community role to take bigger part in planning and implementing education in all level, type, and channel.
- b) Encouraging act and perception transformation about community ownership towards learning unit, responsibility, partnership, tolerance, and multicultural influence.
- c) Maintaining government initiation to improve community support towards learning unit, specifically parents and community through decentralization policy.
- d) Supporting community role to develop institutional innovation in order to complete, enhance and transform the roles of school, and to advance the quality and relevance, to provide more access, and to improve the efficiency of the management of primary education for secondary education.
- e) Lessening number of primary school drop-out rates.

2.3 The Concept of Cultural Values

Kindvatter (1979: 13) limits the empowerment seen from its result: "people gaining an understanding of and control over social, economic, and or political forces in order to improve their standing in community". This limit emphasizes on final product of empowerment, such as: providing conception for the community, so they are able to control social, economy and politic influence, in order to increase their position in the community.

The strategies done during the empowering process are: (1) organizing the community to provide activities that fixes and changes social, economy and environment condition; (2) organizing the community to be able to work independently and to cooperate with others in order to maintain good relationship between members; (3) participatory approach, to prepare people who will control the principle and expected movement; and (4) training/education to help building people awareness.

2.4 Community Learning Center

UNESCO (in Kamil 2009: 85) defines Community Learning Center (CLC) as:

"An educational institution that is excluded from formal education system, which is mapped for village and city people and managed by community, to give them opportunities to develop various learning model, in order to enhance their competence and skill, so they will be able to increase their life quality".

The management of PKBM, specifically in a developing community, needs three components that need to be managed simultaneously to create an autonomous and sustainable PKBM, namely: learning management, tasks management, development management, and community mobilization.

2.4.1 The Characteristics of Community-based PKBM

Initiated by certain community;

- 1) The management of program implementation by the community;
- 2) The planning and program are started from experiences exist in the community;
- 3) The program implementation mainly focuses on empowering the community potential and resources;
- 4) The expenses are funded by sources in the community;
- 5) The location is strategic and fits community agreement;
- 6) Involving government institution and working with NGO (non-governmental organization) as working partner in conducting the program activities;
- 7) Providing educational service for individual or groups;
- 8) The program implementation is arranged based on the efforts to improve the quality of human resources;
- 9) Open for anyone;
- 10) Providing various learning materials;
- 11) Having facilitator or accompany;
- 12) Using multimedia learning approach;
- 13) Providing place and learning facilities;
- 14) The program activities are suggested to be regular or irregular; and

15) Providing information center and documentations.

2.5 The Concept of Local Potential

2.5.1 Basic Concept

Basically, local potential is resources provided in certain area. It grows from tradition wisdom owned by community, as part of their culture. It also contains all kinds of resources that are beneficial to increase life standard. It is a dominant factor or potential owned or found in certain area that is not owned by other areas.

The examination of local potential provides a description of community's tradition wisdom in empowering natural and social resources wisely in order to ensure their life balance. It reveals the idea that the community is expected to have the ability to utilize local resources. Therefore, the community should keep maintaining the environment balance to preserve the environment.

Local potential can become a strength that provides authority to the community member to increase their life quality. It can also support human activities. Its utilization depends to the human resources ability; therefore, they play an important role in maintaining their own resources.

2.5.2 The Characteristic of Local Potential

The local potential has the following characteristics, as follows:

- 1) Its existence is not written or recorded;
- 2) The community has the sense of belonging of their local potential;
- 3) It is integrated with the nature;
- 4) Universal;
- 5) Practical
- 6) Easy to comprehend using common sense; and
- 7) It is inherited by the previous generation.

3. Methodology

This research was conducted in a non-formal education unit, namely PKBM, located in West Bandung Regency, Bandung City, Cimahi City, and Bandung Regency that was used as a lab site under Non-Formal Education Laboratory. The research was conducted for eight months.

This research was done by using descriptive study, in order to provide data on current difficulties and the development in several years.

The respondents were PKBM organizer, tutor, students, community figure, related official, and student facilitator. The steps taken in this research were: (1) Pre-observation; (2) Implementation; and (3) Making a report.

4. Finding and Discussion

4.1 The Profile of Research Subject

The respondents are PKBM organizer, tutor, students, community figure, and related official, located in Bandung. There were three areas of study, namely: (1) PKBM in Bandung City: PKBM Al Amin, PKBM Nusa Bangsa,

PKBM Bina Cipta, and PKBM Taboo. (2) PKBM in Bandung Regency: PKBM Bakhti Pertiwi, PKBM An Nur, PKBM Al Qomariah, and PKBM Nurul Fallah. (3) PKBM in West Bandung Regency: PKBM Ash Shoddiq, PKBM Bina Swakarya, PKBM Jayagiri, and PKBM Kencana.

4.2 The Analysis of Local Potential and Its Utilization in CBE

The examination of local potential and its utilization in CBE was performed based on the following seven aspects, namely: (1) Geography: topography (form of soil surface), climatology (description of climate and weather), geology (characteristics of rocks and soil structure, hydrology (water distribution and quality); (2) Natural resources: agriculture, gardening, farming, fishery; (3) Human resource: number of population, sex ratio, participation, mobilization, and productivity levels; (4) Culture: cultural diversity, culture preservation, developed culture; (5) History: local history and artifacts; (6) Infrastructure: education facilities, worship facilities, road and bridge, trade and business, government, and information facilities; (7) Security: stability security, internal security, secured from external disturbance, people participation in keeping the area safe and in order. Then, Magis states that (2010:406) the investment of resources in the community increases the productivity of current resources and generates new resources.

Hatimah (2006:47) affirms that local potential is resources that exist in certain area. It is in line with Victorino's (2004:5) judgment, who affirms the characteristics of local potentials are: (1) It is existed in certain community; (2) The community has sense of belonging; (3) It is integrated with the nature; (4) Universal; (5) Practical; (6) Easy to comprehend; (7) Inherited by the previous generation.

4.3 The Utilization of Local Potential in CBE

Bandung City has a lot of superior potentials, especially in its infrastructure. It is considered as potential since: First, the education facilities are in very good qualification (score 9), because this city has plenty education institution starting from early childhood education up to tertiary education. This condition is utilized as a medium to improve young generation quality, not only for Bandung people, but also for people in Indonesia. Second, the worship facility is considered good (score 7). It is used by the community to enhance their understanding towards religion values and to pray to Allah SWT. Third, the road and bridge condition has good qualification (score 7). The utilization is done to ease the people activity and mobility in economy, education, and social activities. Forth, the trade and business have good qualification (score 8). Many people of Bandung utilize it by earning money through business. Fifth, the governmental facility has normal qualification (score 6). It is utilized by the people to accomplish their citizenship administration matter and as a place to gather community aspiration. Sixth, information, communication and technology facilities, therefore the people can finish their concerns quickly, appropriately and efficiently.

Besides that, the people of Bandung have potential in human resources. First, the number of people live the research site

have good potential (score 7). It is considered as local potential to address the needs of educational institutions. Second, there are a lot of people in their productive age who become the respondents, which are considered as a potential to recruit skillful labor/employee.

Furthermore, Bandung City has various culture (language, manner, art). This potential in Ujung Berung area is considered good (score 8). The people in this area still preserve Sundanese culture and still communicate using Sundanaese, even the children.

While Bandung Regency has a lot of potential in natural resources. First, the agriculture has good qualification (score 8), because the soil is fertile. Therefore, the utilization in Cimenyan Village is good for agricultural needs. Second, the farming of sheep is considering good (score 7), since the grass for animals is suitable for the sheep. Third, the fishery in Cimenyan Village is considered normal (score 6). This is caused by the water quality and provision.

Seen from infrastructure aspect, local potential can be analyzed based on six sub-aspects, namely: education facilities, worship facilities, road and bridge, trader and business, governmental facilities, communication and technology.

The analysis aforementioned aspects are: First, the education facilities in Bandung Regency are considered good (score 7), as it has early childhood institution until university and PKBM. This potential is utilized by the people to get proper knowledge. Second, the praying facilities is considered good (score 8), since a mosque can be found in this area. This mosque is used by the people to do many social activities. The road and bridge are in good condition too (score 7). Third, the trade and business facilities are considered normal (score 6), especially in PKBM Bhakti Pertiwi (northern area of Bandung Regency, because Cimenyan Village is bordered with Saung Angklung Udjo, therefore many of its people work in home industry. Forth, the facilities of information, communication and technology in Bandung Regency are considered good (score 7), since there are tools and communication access like internet.

The superior potential of Bandung Regency are: First, the topography aspect in West Bandung Regency, especially in Lembang, which have good condition (score 8), as the soil surface is good. This kind of soil makes water absorption slow, so the water can irrigate the plans perfectly. So, the people can plant various vegetables and ornamental flowers. Besides that, seen from climatology aspect, the climate and weather are considered normal, it is not too hot and cloudy, so the plants grow rapidly. Next, seen from geology aspect, the area of West Bandung Regency, especially in the mountainous area has good condition (score 8), because the soil has a few acid value, therefore it is good for planting. Besides that, it has good hydrology (water distribution and quality) aspect (score 8), since it is located near spring.

Besides those aforementioned natural potential in West Bandung Regency, there are some more excellence, as follows: First, the qualification of agriculture is considered good (score 8), knowing that the climate and soil condition

are appropriate for planting. Second, the gardening aspect is qualified good too (score 8), knowing that the area is used for tourism-based gardening activities, especially in Lembang and Ciwidey, which are used to plant strawberry, orange, vegetables, etc. Third, the farming aspect is in normal condition (score 6), knowing that the animal feed is easy to get and the climate is good for planting. Therefore, the people utilize it not only by gardening, but also farming, especially dairy cow.

Another potential which becomes the strength in West Bandung Regency is the aspect of human resources. That aspect is shown in several things: first, the level of the community participation in West Bandung especially around the PKBM Jayagiri site is in a good qualification (score 7). The participation is seen from the community involvement in various kinds of social community events. Second, the mobility and productivity are in a good qualification (score 7), especially in the creativity development for producing natural products.

As a tourism region, West Bandung Regency is viewed to have potential in infrastructures such as educational facilities, worship places, roads and bridges, trade means, as well as business, government and information facilities, communication and technology which are good enough. Firstly, some of the educational facilities in West Bandung have good potential (score 8) even though there are only elementary schools, junior high schools, and senior high schools. Secondly, the worship places have a good qualification (score 8) because there are lots of mosques and churches for various community events. Thirdly, roads and bridges around the site have potential (score 7) because it can be said that the roads are adequate so that the service towards community can be served as a tourism area.

Local potential can be used through the community-based education which is under PKBM because PKBM aims at empowering the community. This is in line with Sihombing's argument (1999: 3), the purpose of PKBM is to dig, grow, develop, and use all of the community potential. Furthermore, the group work of CBE (in Jalal & Supriadi, 2001) has the purposes of the community-based education (CBE) are:

- 1) Helping the government in mobilizing the local resources and increasing the community roles for getting involved in bigger parts of planning and implementation of education in every levels, types, and educational paths.
- 2) Stimulating the changes of behavior and perception of the community's ownership towards the learning unit, responsibility, partnership, tolerance, and the multicultural strength.
- 3) Supporting the government's initiative in increasing the community's supports toward the learning unit, especially for parents and community through the decentralization policy.
- 4) Supporting the community's roles for developing the institutional innovation to complete, increase, and change the role of schools, and increase the quality and relevance, the provision of greater access, the improvement of efficiency management of basic education for primary and secondary education.

5) Helping to overcome the school dropouts especially in primary schools.

4.4. The Community Empowerment after Joining the Community-based Education by Using the Available Local Potential

The study of the community empowerment levels in Bandung after following the education is generally good enough. In this study, the community empowerment levels are studied into 4 (four) aspects: (1) Economics, (2) social and culture, (3) mobility, (4) community's awareness in three areas of the study, which are Bandung, Bandung district, and West Bandung Regency.

The level of community empowerment in Bandung is measured in several aspects: First, economic aspects, especially in; (1) the sub-aspect of negotiation ability has less results, because about 3 of respondents (25%) answered the option 'seldom and never', (2) the sub-aspect of satisfaction level, the result is quite good, because about 7 of respondents (58%) answered the option 'quite satisfied', (3) the sub-aspect of managerial ability gives a quite good result, because about 6 of respondents (50%) answered the option 'will be tried to be affordable' and (4) the sub-aspect of decision-making ability has a quite good result, because about 6 of respondents (50%) answered the option 'very brave'. Second, socio-culture aspects are dealt with: (1) the sub-aspect of cooperation and awareness has a quite good result, because about 6 of respondents (50%) answered the option 'always being concerned', (2) the sub-aspect of participation levels is very good, because about 12 of respondents (100%) answered the option 'always participate in', and the involvement of the respondents is very good, because about 6 of respondents (33%) answered 'following the continuation of learning process'. Besides, the involvement in helping others is good because about 7 of respondents (58%) answered the option 'helping the teachers in PKBM'. Furthermore, the meeting attendance is very good because about 6 of respondents (50%) answered the option 'always come'. The involvement in various kinds of events is very good because about 7 of respondents (58%) answered 'Yes, always participate', (3) the sub-aspect of the argumentation ability is good because about 6 of respondents (50%) answered the option 'sometimes give an opinion'. In giving opinions, the result is very good because about 7 of respondents (58%) answered the option 'often'. Third, the mobility aspects deal with (1) the result of the sub-aspect of the willingness to set the new goal is quite good because about 4 of respondents (33%) answered the option 'often', furthermore in participating for setting the new goal, the result is good because about 4 of respondents (33%) answered 'always do it', (2) the result of sub-aspect of creativity is good because about 6 of respondents (50%) answered the option 'sometimes', (3) the result of the action ability is good, because about 6 of respondents (50%) answered the option 'Yes, I do it'. Fourth, in the aspect of awareness, it deals with: (1) the sub- aspect of the change of awareness, the result is very good because about 7 of respondents (58%) answered the option 'very aware', (2) the level of confidence is good because about 5 of respondents (42%) answered the option 'very confident and quite confident'. Likewise, the self-understanding has a very good

result because about 8 of respondents (76%) answered the option 'quite understand'.

By using the local potential appropriately, it brings positive effects toward the community empowerment after participating in the educational events through the PKBM unit. Communities are empowered in the aspects of economic, socio-culture, and mobility.

4.4.1 The Concept of Community-based Model as the Effort to Empower the Community for Using the Local Potential

The study of the development of the conceptual community-based model as the effort to empower the community in every subjects of the study consists of 5 (five) aspects: (1) Rationalization, (2) Goals, (3) Components, (4) Procedures, (5) Validation.

The study of the aspects above can be explained as follows: First, Rationalization is arranged based on thoughts of the implementation conditions which are also quite rapid in their development from the aspect of planning, implementing, and evaluating that might be said that they still need the coaching and counseling from the related agencies. Second, the philosophical and juridical foundations state the importance of implementing the community-based education for using the local potential. Besides, it is necessary to arrange the need analysis model as the guideline about the minimal standard of implementing the community-based education. Third, the purposes of conceptual models are analyzed due to two sub-aspects that are general aim and special aim. The general aim according to the officer of PKBM is to facilitate communities who need to gain skills in using the local potential. The special aim according to the PKBM officer is to educate and finish the education so that people learn to gain skills which can be used to their local potential in their own areas. Fourth, the components of conceptual model are analyzed due to seven sub aspects which are learning materials, students, learning sources, learning methods, learning media, learning facilities and fees.

Learning materials should have standards in the community-based education. Students, in the minimum requirements of learners in the community-based education, the officer of PKBM states that there is no requirement, can be adjusted by learners' interests and needs. Some of learning sources explain the minimum education standard of the tutors in the community-based education, according to the officer of PKBM, tutors have to meet the qualification (S1). Learning methods, which are designed in the community-based education, according to the officer of PKBM, are adjusted by the materials and students. Likewise, the community figure also says that the appropriate learning method should be designed in the community-based education. Learning media is the learning media used in the community-based education. Learning facilities, the minimum requirement of the building and classroom in the community-based education, according to the officer of PKBM, is adequate if it has only building and classrooms, meanwhile according to the community figure, it is adequate if the place can be used to learn. Expenses, the fee source of the community-based education, according to the officer of PKBM and the community figure the fee is paid by community.

Fourth, Procedures of conceptual model are analyzed due to five sub-aspects: planning, organizing, implementing, coaching, and evaluating. Dealing with the Planning, people who involve in the community-based education, according to the PKBM officer, are those who are in the institutions and the officers. Organization is the structure containing of headmasters, the head of the foundation, tutors, secretary, treasurer, and students. Implementation should be developed in the community-based education, based on the officer of PKBM, it is the program of community empowerment, while the community figure argues that it is a program to gain communities' creativity and entrepreneurship skills. Coaching is done by people from educational firm, and Evaluation is done by the officers from institutions.

The developed Conceptual Model is referred from CBE Approach, as Jalal (2001) proposes:

- 1) Humanity approach. In meaning that each local community is the main subject of CBE, not as the object. This approach is referred to the assumption that human has capacity for their environment. They will be able to receive and solve problems if they are trained through proper treatment.
- 2) Collaborative approach. In meaning that CBE works collaboratively with government institution, NGO, and other social institutions. The CBE team should have similar mission and vision to help the community work autonomously.
- 3) Participative approach. The CBE team does not work for community, but done by all of the community members. The target of CBE should involve in all program management. This group target is expected to participate in planning, organizing, moving, evaluating and developing program, in order to fulfill their needs, like the needs of learning, education, and etc.
- 4) Sustainable approach. The main programs of CBE should be applies sustainably, therefore the CBE team should recruit agent of management changes, who are selected from community member who have participated in management function. These agents should be facilitated by the team, in order to learn the way their group target empower themselves to increase their life standard seen from economy, social, politic and cultural aspects. Next, those bureau will get many experiences from CBE team in managing program, which will be meaningful for the community.
- 5) Cultural approach. The CBE program should be integrated with the programs of education institution and certain culture and tradition. The local, religion, ideology and cultural values should be accommodated in implementing CBE program.

5. Conclusion

5.1 Local Potential and Its Utilization in CBE

The most dominant potential in Bandung City is the provision of institution and education services, infrastructure, the development of IT system, the quality human resources, and art and culture development. This city is very potential to develop technology and culture.

The most dominant potential in Bandung Regency is nature resources, like agriculture, farming, fishery areas, and the provision of infrastructure like education facilities, praying facilities, and road as access for the people to run business activities. This area is very potential to develop agriculture.

The most dominant potential in West Bandung Regency comfortable climate, infrastructure that supports tourism area, area safety, productive human resources, and creative art works. This area is also produce agriculture and farming products. Therefore, this area is very potential to develop agro tourism.

5.2 The Community Empowerment after Joining the CBE

There are several aspects to measure the community empowerment level, as follows: First, economy aspects, specifically: (1) lack negotiation skills; (2) moderate satisfaction level; (3) moderate management skills; and (4) moderate decision making skills. Second, socio-cultural aspect, specifically: (1) moderate cooperation and concern; (2) very good participation level and respondents involvement in any events; (3) good in stating opinion. Third, mobility aspect, specifically: (1) very good willingness to arrange new goals and good participation in arranging new goals; (2) good creativity skills; (3) good in taking actions. Forth, awareness aspect, specifically: (1) very good awareness transformation; (3) good confidence level and very good self-understanding level.

After joining CBE, generally there is a good progress seen from those aspects. This condition is a potential to keep improving community empowerment through community education, which is based local potential.

5.3 Community-based Conceptual Model to Empower Community in Utilizing Local Potential

In arranging community-based conceptual model, there are five aspects that should be prepared: (1) Rational; (2) Objectives; (3) Components; (4) Procedure; and (5) Validation. Those aspects should meet following situation: First, the rational should be arranged based on the consideration of current condition; however, the planning, implementing and evaluating aspects still need coaching from related bureau. Second, philosophy and juridical foundation, where the CBE should utilize local potential, and analysis of model needs should be arranging as guidance to know the minimal standard of CBE. Third, The Objective of Conceptual Model is analyzed using general and specific objectives. Generally, it is to facilitate community who needs skill in utilizing local potential. Specifically, it is to develop and to complete the education, so the people will have skills to utilize the local potential in their area. Forth, Components of Conceptual Model is analyzed using seven sub aspects, namely: learning material, students, learning sources, learning method, learning media, learning facilities and infrastructure, and learning expenses. The learning material should be standardized in CBE, and the tutor should at least have Bachelor Degree (S-1) qualification. The learning method should be appropriate with the material and students. The learning facilities and infrastructure should at least provide a building and proper classroom. The learning expenses are taken from CBE budget, which is managed by

the community. Fifth, The Procedure of Conceptual Model is analyzed using five sub-aspects, namely planning, organizing, implementation, training and evaluation. In relation to planning, the involved parties should be institution and management. While the organizing should have structure which is filled head master, foundation leader, tutor, secretary, treasurer, and training participants. The implementation should develop creativity and entrepreneur skills. The training should be done by education bureau. Lastly, the evaluation should be done by the institution and management.

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