

Facilitating the Involvement of Community Leaders in the Development of Culture-Based Education in Mappi District, South Papua Province

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ABSTRAK

Penelitian ini menganalisis peran strategis para tokoh masyarakat dalam mengembangkan pendidikan berbasis budaya serta merumuskan model fasilitasi sosial para tokoh masyarakat dalam pengembangan pendidikan berkualitas di Kabupaten Mappi, Papua. Penelitian ini merupakan kualitatif *action research*. Pengumpulan data menggunakan *Focus Group Discussion* (FGD) dan analisis data menggunakan SWOT. Temuan menunjukkan bahwa para tokoh masyarakat memiliki peran strategis dalam pendidikan berbasis budaya untuk melestarikan nilai-nilai budaya sebagai modal sosial penting bagi generasi muda Mappi. Tantangan utama para tokoh masyarakat meliputi kurangnya fasilitas, infrastruktur, kualifikasi formal, dan koordinasi yang lemah. Dalam keterlibatan mereka di sekolah, para tokoh masyarakat memiliki peluang melalui pemanfaatan dana bantuan operasional sekolah dan bimbingan organisasi kemasyarakatan. Selain itu, optimalisasi peran para tokoh masyarakat memerlukan peningkatan koordinasi, fasilitas, dan kebijakan afirmatif. Pada model fasilitasi sosial keterlibatan para tokoh masyarakat dalam mengajar keterampilan dan pengetahuan lokal terbukti efektif dalam mengembangkan pendidikan berbasis budaya di sekolah. Program pengajaran tokoh masyarakat dianggap sebagai alat penting untuk memajukan pendidikan berbasis budaya di Mappi. Sekolah-sekolah yang sudah menerapkan model fasilitasi sosial ini harus terus dipromosikan sebagai *role model* bagi sekolah lainnya dalam upaya mengintegrasikan unsur-unsur budaya Mappi ke dalam kurikulum sekolah.

ABSTRACT

This research analyzed the strategic role of community leaders in developing culture-based education and formulating a social facilitation model for community leaders in improving quality education in Mappi Regency, Papua. This is a qualitative action research. Data collection used Focus Group Discussions (FGD) and data analysis used SWOT analysis. The findings showed that community leaders have a strategic role in culture-based education to preserve cultural values as important social capital for the Mappi younger generation. The main challenges for community leaders include lacking facilities, infrastructure, formal qualifications, and weak coordination. In their involvement in schools, community leaders have opportunities through utilizing school operational assistance (BOS) funds and guidance from community organizations. In addition, optimizing the role of community leaders required improved coordination, facilities, and affirmative policies. The facilitated engagement model involving community leaders in teaching local skills and knowledge has proven effective in developing culture-based education in schools. The community leader teaching program is considered an important tool to advance culture-based education in Mappi. Schools that have implemented this social facilitation model should continue to be promoted as role models for other schools in integrating Mappi cultural elements into the school curriculum.

INTRODUCTION

The quality of education in Mappi District, South Papua Province, is still very low and far below the national standards. Various data show the challenges of education in Mappi District, such as low school enrollment rate, lack of adequate infrastructure, and suboptimal students' learning outcomes (Badan Pusat Statistik (BPS), 2018; Ministry of Education and Culture, 2020). According to data from the Central Bureau of Statistics, (Badan Pusat Statistik (BPS), 2018), the APK in Mappi Regency only reached 67.8% for primary school, 49.7% for junior high school, and 37.6% for senior high school. In addition, the average UN scores for key subjects are below the national average (Ministry of Education and Culture, 2020).

Mappi district, now part of South Papua province, faces the challenge of a low education enrollment rate (APK). Factors such as poverty, difficult geographical conditions, inadequate education services, low motivation among parents and students, minimal support from the local government and community, and socio-cultural barriers are the main causes (Aquan, Arswimba, Budiasmoro, & Sianipar, 2023). A study conducted by Sanata Dharma University (Mappi Education Mapping Research Team, 2019) stated that there is a need for community empowerment, especially in rural schools, to improve the quality of education. In their study, Harding et al (Harding, Bengoteku, & Yusuf, 2014) provided a solution to the problem by involving indigenous communities in improving education delivery in rural schools.

In addition, the national curriculum and teaching materials have not been adapted to the cultural context of Papuan students (Wantik, Ruru, & Mambo, 2020). In particular, these conditions are also found in the learning process in schools in Mappi Regency. As a result, students' interest and understanding are low. Whereas the development of local wisdom-based materials can improve students' learning outcomes. In addition, local culture education in schools is still minimal, causing low students' understanding of their local culture (Oktavianti, Zuliana, & Ratnasari, 2017). Community participation in education in Mappi also needs to be improved. Parents do not consider formal education important and prefer their children to go to work (Aquan, Arswimba, Budiasmoro, & Sianipar, 2023). School and community interaction is very limited, resulting in low participation from the community. Therefore, the involvement of community leaders is important to improve the quality of education in Mappi.

The involvement of community leaders can improve community participation, the quality of learning and the preservation of local culture-based education. The results of Aquan et.al's research (Aquan, Arswimba, Budiasmoro & Sianipar, 2023) show that community leaders have a strong commitment to advancing education in Mappi. They understand the challenges and potential. Community leaders hope that their involvement can have a positive impact in improving the quality of education through collaboration, quality improvement, cultural preservation and inspiring learners. However, in-depth analysis is needed for effective and sustainable implementation. Therefore, this study is important to analyze the facilitation of community leaders' roles in developing local culture-based education in Mappi district.

The analysis process employed the SWOT analysis method. SWOT comes from four elements, namely *Strength*, *Weakness*, *Opportunities*, and *Threats*. The SWOT analysis method is used to plan strategies and analyze a problem in order to get the right decision (Mostafa, et al., 2021). SWOT analysis is a simple but effective method for evaluating internal strengths and weaknesses and examining external opportunities and threats in formulating strategies (Taherdoost & Madanchian, 2021). This method is used to plan strategies and analyze a problem in order to get wise decisions.

Specifically, this study aims to: 1) Analyzing the strategic role of community leaders in local culture-based education; 2) Formulating a social facilitation model to optimize the role of community leaders in a sustainable manner. The results of this research are expected to be used by relevant parties in optimizing community participation in efforts to develop quality education in Mappi district. This research is also expected to serve as a basis for the development of more effective

education policies, which is inclusive and responsive to the needs of local communities, especially culture-based education in Indonesia.

Theoretically, this research contributes to the development of a culture-based education model by involving key community leaders in the implementation process. The results can serve as a reference for similar research related to the role of community leaders in improving the quality of education. Similar research has been conducted by Verani, Imsiyah & Hilmi (Verani, Imsiyah, & Hilmi, 2020) regarding the role of community leaders in increasing educational participation. The results of Pakniany, Imron, & Degeng's research (Pakniany, Imron, & Degeng, 2020) concluded that community leaders play an important role in providing input related to local content and the relevance of education to the local cultural context, so their involvement needs to be facilitated and well coordinated to improve the quality and relevance of education.

However, not many studies have comprehensively analyzed the social facilitation model of the role of community leaders in local culture-based education. Therefore, this research is expected to enrich empirical and theoretical studies related to optimizing the role of community leaders in developing quality education and local wisdom. Thus, education in Mappi Regency is expected to empower the community and become a vehicle for preserving local culture in the midst of modernization.

METHOD

This research was conducted in Kepi City, Mappi Regency on March 15-17, 2023. The participants came from 6 major groups, namely school principals (11 people), village heads (13 people), district heads (1 person), education office staff (4 people), religious leaders (2 people) and indigenous community organizations (2 people). There were 33 participants with a proportion of 26 male participants (79%) and 7 female participants (21%). The participants represented 5 of the 15 districts in Mappi Regency. The five districts and the number of participants representing them are listed in the following table:

Table 1. District Origin and Number of Participants

No.	District Origin	Number of Participant
1.	Obaa	14
2.	Bamgi	6
3.	Nambioman Bapai	6
4.	Passue	5
5.	Minyamur	2

The type of research used is qualitative *action research*. The data collection used the *Focus Group Discussion* (FGD) method, and data analysis used SWOT method. The FGDs involved 33 community leaders consisting of school principals, traditional leaders, village heads, religious leaders and women leaders in Mappi district. FGDs were conducted to explore information related to community leaders' perceptions and views on education as well as the potential and expectations of their involvement in the development of local culture-based education.

The collected data were analyzed qualitatively and presented descriptively. SWOT analysis was also conducted to formulate a strategy for optimizing the role of community leaders in local culture-based education in Mappi district.

RESULT AND DISCUSSION

A. The Strategic Role of Community Leaders in Local Culture-Based Education

Community leaders have an important role in the education process, especially in terms of local culture-based education in the context of Mappi district. In this study, researchers used a qualitative

method with SWOT analysis to determine the potential and strategic role of community leaders. The community leaders involved include religious leaders, education office staff, district heads, village heads and representatives of indigenous community organizations, as well as school principals. The participants were then classified into 4 main groups, namely:

1. Faith-based groups (religious leaders). Religious leaders such as pastors, priests, ustadz/kyai are important figures in the highly religious Papuan community. They can provide input related to moral and religious values that need to be instilled in schools.
2. Government-based group (education office staff). Education office staff represent local government views and policies related to education. They are important in synchronizing the program with national and local education policies.
3. Community-based groups (district heads, village heads, and representatives of indigenous peoples' organizations). These groups understand the local socio-cultural context and dynamics. This group has an important role as they can provide input to ensure that education is aligned with the values and needs of the Mappi community.
4. School-based groups (school principals). School principals are involved in this activity because they understand the situation on the ground in terms of implementing and developing education in schools. Strategically, the principals' group can facilitate the direct involvement of community leaders in cultural education in schools.

By involving the four groups above, the SWOT analysis is expected to be comprehensive and represent various stakeholder perspectives.

Tabel 2. SWOT results of religious leaders

Aspects	Findings
Strengths	<ol style="list-style-type: none"> 1. Understanding religious teachings (theology) well. 2. Providing examples of practicing religious teachings such as worshipping 3. Providing role models for the people in social life <ol style="list-style-type: none"> a. Example in Islam: knowing the teachings of religion, the conditions and pillars of religion. b. Examples from Christianity: recognize the teachings of the Bible, practice the teachings of the religion and be devoted to God Almighty.
Weaknesses	<ol style="list-style-type: none"> 1. Facilities and infrastructure 2. Place of worship 3. Institutionalization of education and training 4. Transportation of religious figures 5. Government attention to religious leaders
Opportunities	<ol style="list-style-type: none"> 1. Religious tools: music, religious reference books used in religious learning and religious rituals. 2. Science 3. Experience
Threats	<ol style="list-style-type: none"> 1. Ready to be presented in an activity and education 2. Security 3. Transportation justice

Table 3. SWOT results for education office staff

Aspects	Findings
Strengths	Facilitating teaching media in the form of books
Weaknesses	<ol style="list-style-type: none"> 1. There is no special budget for teaching leaders, so there is no honorarium for teaching leaders. 2. To teach in formal education units, must fulfill the minimum academic requirements of S1 education. However, in reality, these requirements are not met.
Opportunities	Funding opportunities that can be used are from the School Operational Assistance (BOS) fund.
Threats	<ol style="list-style-type: none"> 1. There is no budget line in the Education Office for teaching figures. 2. Coordinate with relevant agencies (Social Services, Religious Affairs Department, Kesbangpol) to support teaching character activities.

Table 4. SWOT Results of District Heads, Villages and Indigenous Peoples Institutions

Aspects	Findings
Strengths	<ol style="list-style-type: none"> 1. Availability of teaching figures 2. Availability of natural resources of local wisdom, cultural characteristics of the Mappi tribe.
Weaknesses	<ol style="list-style-type: none"> 1. Lack of coordination between teaching leaders and schools, parents and the education office. 2. Children's absence from school is due to the family's economic shortcomings, the cost of transporting children, and school uniforms.
Opportunities	<ol style="list-style-type: none"> 1. There is guidance from the Sanata Dharma Foundation to teaching leaders who remind leaders to educate children in formal and non-formal schools by promoting cultural values in accordance with the customary norms of the great Mappi tribe. 2. Please do not waste it so that the school follows up as expected to go down to the school. 3. Relevant organizations are requested to prioritize this program
Threats	The current generation of children has been influenced by outside culture, resulting in immorality and ethnics.

Table 5. Principal SWOT Results

Aspects	Findings
Strengths	<ol style="list-style-type: none"> 1. Fund 2. Teacher 3. Students 4. Facilities and infrastructure
Weaknesses	<ol style="list-style-type: none"> 1. Fund 2. Time 3. There is no <i>mulok</i> (local wisdom) subject teacher 4. No local teaching materials available at school
Opportunities	Good cooperation opportunities with parents, village heads, district heads, relevant agencies (Education Office, Youth and Sports Office, Agriculture Office).
Threats	<ol style="list-style-type: none"> 1. There is no good cooperation from the village head and district head with the school. 2. Delays in the disbursement of BOS funds 3. There is no delegation of tasks to supervisors in all districts to facilitate the smooth management of BOS funds/school administration.

The results of the SWOT analysis above show that each group of community leaders has an important and strategic role in the development of local culture-based education in Mappi district. Religious leaders play a role in instilling moral and religious values in students (Anwar, 2022), while traditional leaders contribute to transmitting local cultural norms and customs (Tahan, Kehik & Mael, 2021). Meanwhile, education office staff play a role in ensuring the alignment of education programs with regional education policies. School principals play an important role in facilitating the involvement of community leaders in schools.

The data shows that each group of community leaders has aspects of strength and weakness. The weaknesses of one group should be covered by the strengths of the others. Therefore, a good synergy between community leaders and related parties is needed to optimize their participation in efforts to improve basic education in Mappi district. For example, support for facilities and funding from the local government can overcome the constraints of the lack of facilities for religious leaders. Thus, good collaboration between community leaders and education stakeholders is needed to optimize their strategic role in advancing local culture-based educationDS in Mappi district that is of high quality and relevant to the needs of the local community.

B. Power Aspects of Community Leaders

The SWOT analysis shows that the community leaders of Mappi District have a deep understanding of local cultural and religious values, and this aspect is their main strength. For example, traditional leaders are well versed in the traditions of the six major tribes in Mappi, including the Yaqhai, Tamario, Awyu, Wiyaghar, Asmat and Koroway tribes. Similarly, Islamic religious leaders in Obaa Village understand the religious teachings that are the reference for local Muslims. In addition, community leaders are also able to provide examples of the implementation of cultural and religious values in everyday life. For example, traditional leaders in Kepi Village are often involved by residents as mediators in resolving disputes by prioritizing Mappi traditional values. Thus, efforts to optimize the role of community leaders need to take

advantage of these strengths. For example, religious and traditional leaders can be involved in the preparation of local content curriculum on cultural values and local wisdom to increase the relevance of education to the local cultural context.

C. Weakness Aspects of Community Leaders

One of the main weaknesses in optimizing the role of community leaders in education in Mappi is the lack of facilities, infrastructure and funding to support their performance. As an example, there is still a lack of places of worship and transportation facilities for religious leaders to support their mobility and actualization of their roles. In addition, the limited support of transportation infrastructure and worship facilities is still a real obstacle to the contribution of religious leaders in education (Ilmiyah, Khotimah, Aryani, & Kurnia, 2021).

Another obstacle is the formal academic requirements for teaching in schools, while the majority of community leaders have not met these qualifications. Most community leaders in Mappi only have a senior high school education degree or the equivalent, so they do not meet the minimum qualifications of bachelor degree to teach in schools. Therefore, a policy breakthrough is needed to involve community leaders in education by proportionally considering their competence and experience.

D. Opportunity Aspects of Community Leaders

The opportunity to utilize BOS funds to facilitate the involvement of community leaders in schools can be done through funding the activities of teaching leaders. Community leaders are potential human resources that can make a major contribution to the development of students. Therefore, the use of BOS funds for activities such as teaching figures can maximize the role of community leaders in schools (Liana, 2023). The activities of teaching figures can be funded through school BOS allocations so that certain figures can be structurally involved in learning activities in the classroom.

In addition, guidance and assistance from community institutions can also be used to optimize the role of community leaders in schools. For example, the Sanata Dharma Foundation as an educational institution that cares about the surrounding environment can provide guidance to community leaders regarding the delivery of relevant and meaningful learning materials. With the help of these institutions, community leaders are expected to be more focused and qualified in contributing to schools.

E. Threat Aspect of Community Leaders

One of the threats that can weaken the role of community leaders in schools is the lack of coordination between community leaders, schools and related agencies. Lack of communication and synchronization of activities can hinder the contribution of community leaders. For example, the lack of coordination between community leaders and teachers and principals in delivering learning materials. In addition, the influence of outside cultures that are increasingly entering the community can also erode the local cultural values that have been applied by community leaders. Popular culture in entertainment and the lifestyle of urban youth often reduces the influence of community leaders (Primasari, Dencik, & Imansyah, 2019), for example, many children are more influenced by lifestyles from outside cultures. Economic challenges and the availability of transportation facilities also have the potential to cause student absenteeism. This will certainly affect the effectiveness of the role of community leaders in fostering students. These problems need to be anticipated to continue maximizing the role of community leaders in schools.

F. Formulation of a social facilitation model for community leaders' involvement in school learning

The follow-up plan, as part of the effort to build commitment based on the results of the SWOT analysis in advancing education in Mappi district, focuses on developing culture-based education through

the involvement of teaching figures in schools. Community leaders who play an important role in developing culture-based education at Menya primary school in Mappi district have planned several concrete steps. First, to overcome shortcomings in local content learning at Menya primary school, they developed the skill of weaving thatch leaves as a heritage of the Awyu tribe. Women leaders from the indigenous community as well as competent trainers are directly involved as teachers of thatch weaving in local content subjects. The stages taken in preparing for learning included: collecting weaving materials, seeking support from female village leaders who are willing to teach, implementing learning activities. Support from various figures is the key to success in maintaining the inheritance of skills and knowledge about thatch weaving typical of the Awyu tribe.

The existing model of involvement of teaching figures at SDN Kepi in Mappi Regency is formulated in local content learning options that teach the skills of processing sago-based ingredients into several types of cakes and making the art of painting the traditional symbols of Mappi from the Yagai Tribe. The stages of involving the leaders were as follows: inviting experienced resource persons, in this case traditional women leaders, preparing of learning materials, preparing the equipment, and implementing the teaching practices in the classroom. This lesson was intended to provide provision for Grade 6 students and was scheduled in four scheduled meetings. The resource persons involved were Ms. Gaudia Basagi from Obaa Village and Ms. Bertila Kaimat from Kepi Village, the female traditional leaders. Another traditional figure was Mr. Epi Kalep Kamakaimu from Obaa Village as a resource person in the making of Mappi traditional symbol paintings. In this research, the social facilitation model of community leaders' involvement in school learning was a significant first step in the effort to advance education in Mappi District. In this action research to build commitment and design a follow-up plan, it is important to incorporate the results of the SWOT analysis as a directional guide.

The model of involvement of teaching figures in SDN Obaa, Mappi Regency in an effort to introduce Mappi's typical basic colors to grade 3 students was carried out by coordination and planning involving traditional women leaders, *mulok* subject teachers and school principals. The next stage was the development of teaching materials carried out by traditional women leaders with the help of teachers. Teaching simulations were conducted to ensure the quality of teaching in the classroom. Teachers also trained the leaders on how to teach in class. The role of the school principal in the implementation of these teaching activities was to ensure the availability of space when teaching activities took place. From the three social facilitation models, it appears that direct and collaborative facilitation patterns are the key to school success in developing local content learning as an initiation of culture-based education development patterns in Mappi district.

The direct and collaborative social facilitation model is a form of social facilitation (Guerin, 1993), (Wagner & Manstead, 1989) that brings community leaders into the classroom to improve teachers' performance in teaching, especially in local content subjects. This form of social facilitation has two main expectations, namely: teachers will continue to strive to improve their performance and do better in teaching local content, especially when the teachers are appreciated and the activity is monitored by stakeholders of the teaching leaders' activities. In addition, this expected improvement in learning performance is also adaptive. This belief is also in line with the alleged social facilitation effect as an alternative pattern of social empowerment (Gagné & Zuckerman, 1999), (Boekaerts, Koning, & Vedder, 2006).

The direct and collaborative model of social facilitation practised by stakeholders in the organization of teaching figures at SDN Obaa indicates the seriousness of the commitment of the figures in pioneering the development of culture-based education. This process was further structured by the implementation of follow-up plans at SDN Obaa and SDN Kepi, which were in line with the objectives of developing culture-based education that had been planned previously. One school, SDN Menya, has not been able to implement the planned teaching and learning activities. The limited supporting resources and the long distance between the school and the location of the teaching figures are the main reasons for not implementing the

teaching figure activities at SDN Menya.

The program of teaching figures in schools has a very important role as a means of developing culture-based education. By involving community leaders in the learning process, schools can strengthen the commitment and involvement of stakeholders in integrating local cultural elements into the curriculum. Therefore, it is important that schools that organize teaching figure programs continue to be promoted and supported as a form of model school that is an integral part of efforts to advance culture-based education in Mappi district.

CONCLUSIONS

Through the findings in this article, the researcher concludes that community leaders have a strategic role in developing local culture-based education in Mappi district. This culture-based education is expected to preserve cultural values to the younger generation of Mappi. Furthermore, these embedded cultural values are expected to act as important social capital for Mappi's young generation. Constraints that need to be overcome include the lack of facilities, infrastructure, formal academic requirements and weak coordination, while opportunities arise through the utilization of school BOS funds and the guidance of community institutions. To optimize the contribution of community leaders, better coordination, improved facilities and infrastructure, and policies that consider their competence in local culture-based education are needed.

The social facilitation model of community leaders' involvement in school learning proved its effectiveness in developing culture-based education in Mappi District, through the active role of community leaders in teaching local skills and knowledge to students. The importance of the teaching figures program as a tool for advancing culture-based education in Mappi District should be emphasized, and schools that implement this model should continue to be encouraged to become development models in integrating local cultural elements into the school curriculum.

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