

COMMUNITY BASED EDUCATIONAL INNOVATION IN KAMPOENG SINAOE SIDOARJO

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Abstract

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This study aims to identify and analyze educational innovations implemented at Kampong Sinaoe, Sidoarjo Regency, using a qualitative case study approach. Data were collected through observation, documentation, and interviews with institutional managers, coordinators, teachers, alumni, and surrounding community members as collaborators selected through snowball sampling. Data analysis was conducted through the stages of data collection, data display, and conclusion drawing. Data validity was ensured through method and source triangulation to achieve research credibility. The findings indicate that Kampong Sinaoe, as a community-based Community Learning Center (PKBM), has implemented a range of educational innovations, including strengthening teacher competencies, character education based on religious and ecological values, improvement of facilities, learning activities, and program diversification. Program diversification at Kampong Sinaoe involves the development of varied educational services tailored to students' age stages, academic and non-academic needs, and responses to local community aspirations. These innovations were carried out in response to contemporary developments and the relevance of local community needs, thereby encouraging increased active student engagement and fostering the development of applicable life skills

Keywords: Innovation, community-based education, non-formal education

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INTRODUCTION

Non-formal education has grown rapidly in line with the increasing public awareness of the importance of learning beyond formal educational systems (Christiani, 2025). Various courses, skills training, and community empowerment programs are now more widely available, both in-person and online, with structured curricula tailored to learners' needs. Non-formal education institutions are increasingly recognized for their role in enhancing competencies, especially in entrepreneurship, technology, and vocational skills (Putri et al., 2024) and has an important role in supporting lifelong learning, fosters practical skills, and reaches groups underserved by formal education systems (Arifah & Noor, 2025).

In today's era of digitalization, non-formal education institutions face numerous challenges that demand swift adaptation. One key challenge is formulating the right strategies to keep educational services relevant and effective amid the dynamic shifts in labor market demands (Rokhim, 2022). Consequently, non-formal institutions must

innovate in managing human resources that are competitive, ready to face global challenges, and capable of adapting to the latest technological trends. Organizational innovation is the key so that these institutions can compete in the global market by providing skills and knowledge that are in line with future demands (Safitri et al., 2024). Additionally, other challenges include curriculum adjustments, flexible learning schedules, and improved access for learners (Sartini, 2024).

Educational innovation refers to the introduction of new ideas or the modification of existing concepts to address various issues in education (Agusta dkk, 2021). Innovation in education encompasses four key components: human resources, facility enhancement, adaptive curricula, and programs aligned with learning objectives (Mainuddin, 2022).

Non-formal education that has attracted considerable public interest is the Community Learning Center (*Pusat Kegiatan Belajar Masyarakat / PKBM*) (Supriyono et al., 2024). This type of education emphasizes the active involvement of local communities in designing and implementing educational programs that are aligned with local needs, thereby making the approach more relevant and effective (Noor et al., 2021). However, most PKBM studies tend to focus primarily on administrative aspects, educational equity, or program output achievements, without comprehensively examining the innovation processes, management strategies, and the role of leadership in responding to the real needs of the community (Rosa et al., 2025).

Kampoeng Sinaoe is one of PKBM in Sidoarjo has grown independently from the community, particularly within a semi-urban context. Kampoeng Sinaoe has adapted through curriculum innovation, human resource management, and the provision of flexible and contextual programs, as well as character education grounded in religious values, by employing a learning community concept that remains relatively uncommon in other PKBM institutions in Sidoarjo.

Kampoeng Sinaoe was initially established in 2006 as an informal home-based tutoring activity without an official name, primarily targeting children in Buduran District, Sidoarjo Regency, who required additional learning support. Over time, the institution has experienced significant development, as evidenced by the increase in student enrollment from approximately one hundred to more than two hundred and fifty students over the past five years. Kampoeng Sinaoe provides scholarships to around 10% of its students as a form of appreciation and commitment to advancing community education. The educational programs offered have also become increasingly diverse, particularly in English language education, enabling the community to choose programs that align with students' ages and learning needs. This program diversity constitutes a key attraction of Kampoeng Sinaoe compared to other PKBM institutions in Sidoarjo, as it offers educational programs for various age groups within a single institution at affordable costs for lower- and middle-income communities.

The presence of Kampoeng Sinaoe has generated positive impacts for the people of Sidoarjo through innovative, community needs-based programs designed for learners ranging from early childhood to adulthood. These programs serve as enjoyable and effective learning stimulation, particularly in enhancing students' abilities in reading, writing, and understanding English. Furthermore, Kampoeng Sinaoe has been recognized by several formal educational institutions in Sidoarjo as a training partner for the development of teachers' English language competencies. This recognition indicates that Kampoeng Sinaoe has gained acknowledgment for the quality of its implemented programs. Such achievements are inseparable from the continuous changes and educational innovations undertaken by the institution.

The existence of non-formal education contributes positively to society by functioning as a complement, substitute, and supplement to formal education. Through non-formal education institutions, communities are encouraged to engage in lifelong

learning through creatively developed innovations that design programs tailored to real community needs and distinct from government programs (Rafi et al., 2023). Non-formal education institutions must therefore continue to innovate in order to address educational challenges and offer solutions to public concerns regarding educational quality (Tuz Sa'diyah et al., 2021). This necessity arises from the fact that many non-formal education institutions still lack flagship programs and operate on a limited scale (Widodo et al., 2021), resulting in difficulties in formulating effective development and management strategies, particularly for PKBM institutions.

Based on the above discussion, further investigation is required into educational innovations implemented by non-formal education institutions to support their sustainable development. Such findings are important as inputs for institutional managers and relevant stakeholders to accelerate improvement processes and ensure that educational institutions achieve their intended objectives. Therefore, this study examines the forms and analysis of educational innovations implemented at Kampoeng Sinaoe, with the aim of contributing positively to the development of non-formal education in fostering the advancement of Indonesia's younger generation in the era of globalization, particularly in Sidoarjo Regency.

RESEARCH METHOD

This research was conducted at Kampoeng Sinaoe, located at Jl. KH. Khamdani I No.25, RT.05 RW.01, Siwalanpanji, Buduran District, Sidoarjo Regency, East Java, since October 2nd 2024 - January 5th 2025. Kampoeng Sinaoe was selected as the object research for it offers a variety of competitive learning programs at more affordable costs for the community.

This research used a qualitative case study approach, a method used to investigate in depth the educational innovations implemented at Kampoeng Sinaoe. Data were collected through observation, interviews, and document analysis. The research subjects consisted of ten participants, including the institution's management, a coordinator, two teachers, three alumni, and three local community members as collaborators. The selection of participants was carried out using snowball sampling, as this technique allows researchers to utilize the social networks of initial informants to identify additional participants with relevant information until data saturation was achieved.

The collected data were analyzed using the analytical model proposed by Miles and Huberman (2020), which organizes data analysis into three stages: data collection, data display, and conclusion drawing. To ensure data trustworthiness, the researchers applied method and source triangulation, as triangulation is a crucial strategy for enhancing the quality and credibility of findings in qualitative research by integrating multiple data sources and perspectives (Patton, 2015).

RESEARCH RESULTS AND DISCUSSION

Research Results

Kampoeng Sinaoe was founded by Muhammad Zamroni, whose leadership has played a significant role in fostering educational innovations based on community needs, include: strengthening teacher competencies, character education based on religious and ecological values, improvement of facilities, learning activities, and program diversification, which are described as follows:

Strengthening Teacher Competence

Kampoeng Sinaoe places great emphasis on improving teacher quality. The teacher competence strengthening program is held regularly every three months and includes

TOEFL training, public speaking, and focus group discussions at other institutions. This initiative aims not only to enhance teachers' pedagogical skills but also to broaden their perspectives as lifelong learners. Another innovation in human resource development is a mandatory literacy program, in which each teacher reads one book per month according to their interests and presents its contents in a discussion forum. This fosters a reading culture, strengthens scientific discourse, broadens perspectives, and promotes continuous professional development.

In addition to internal capacity-building, teacher development innovation is also carried out through external collaboration. Teachers at Kampoeng Sinaoe collaborate with at least ten educational institutions to partner from various countries in honing English language skills. The English language enhancement includes mastery of vocabulary, grammar, listening, and structure. This external collaboration expands the role of Kampoeng Sinaoe's teachers in knowledge dissemination and as broader change agents, thus helping to bridge the need for improving the quality of education in formal schools.

Character Education Based on Religious and Ecological Values

Students at Kampoeng Sinaoe are not only strengthened academically but also in character development through ecology based education. Students are actively involved in environmental activities such as recycling waste, plant care, pond maintenance, and catfish farming. These activities are designed to build students' character by fostering responsibility, independence, and social awareness from an early age. The green environment intentionally planted and maintained around the institution serves as an educational medium. A rotating duty system to maintain cleanliness and care for the environment aims to foster a sense of togetherness and cooperation skills among students. They provide a canteen to be managed by students. The goal is to develop students' entrepreneurial spirit training responsibility, creativity, teamwork, and management skills.

In addition, to strengthen students' positive character, Kampoeng Sinaoe incorporates religious values into students' daily routines. Each learning session begins and ends with a group prayer as a form of spiritual and disciplinary training. The institution also requires Muslim students to wear attire in accordance with Islamic law, reflecting values of modesty, simplicity, and the institution's religious identity. Dress discipline is not merely a rule but part of the institution's strategy to build student integrity and responsibility toward prevailing moral values.

Facility Provision

The success of educational innovation at Kampoeng Sinaoe is supported by the availability of adequate facilities provided by the institution. These facilities are not merely physical spaces but also serve to support the development of character, skills, and student independence. Open classrooms support effective learning, offering an unconfined learning environment and enabling direct interaction with nature as part of an ecological approach. The library serves as a literacy hub to foster reading habits and reflection, while gazebos function as discussion spaces include free internet access.

As a community based, learning activities are also held in local residents' homes as additional classroom space. The house rental system is based on physical feasibility criteria, such as spacious yards, adequate living rooms and terraces, and the homeowners' willingness to support learning activities

Learning Activities

A curriculum of Kampoeng Sinaoe has designed to create enjoyable, active, and life-relevant learning experiences. The learning process involves discussions, critical thinking, and group work. The learning model developed at Kampoeng Sinaoe is consistently joyful, non-monotonous, and engages students to participate actively throughout the learning process.

Several efforts to implement active and enjoyable learning have been applied by Kampoeng Sinaoe as part of its educational innovations based on local needs and adapted to modern developments in various ways. *First*, fostering students' active participation in the classroom. Teachers give students time to think about answers to questions, discuss them with peers, and the questions are then reviewed the next day. *Second*, organizing fun games and field trips. Learning that captures students' interest can be done through enjoyable games or visits to various places such as museums, zoos, or other educational sites. Learning that captures students' interest can be carried out through fun games or visits to various places such as museums, zoos, or other educational sites. *Third*, conducting training and practice. Students are given the opportunity to speak, share their views, and develop collaboration skills. Through hands-on practice, students can understand the material more easily. *Fourth*, field studies. Teachers guide students to visit public places to learn about certain topics or phenomena. For example, students are taken to rice fields to see how rice is processed, or introduced to the structure of village and neighborhood organizations to understand their roles and functions in the community. *Fifth*, film and book reviews. Students are invited to watch films or read books relevant to the learning material, then create reviews or engage in discussions based on the content.

Program Diversifications

Kampoeng Sinaoe is committed to responding to the educational needs of the local community. One form of this commitment is the “English for Kids” program, which targets young children through elementary school students. This program is not only intended to enhance technical English skills but also aims to build students' confidence, public speaking abilities, and communication skills from an early age. The program is designed in alignment with the needs of early childhood education institutions that have adopted the Cambridge curriculum.

The program is structured to reflect children's developmental characteristics and the local community's growing awareness of the importance of foreign language proficiency in a globalized world. Learning materials cover basic reading, writing, listening, and speaking skills, with active speaking practice emphasized. Learning activities are packaged in fun and engaging formats such as educational puzzles, visual aids, and creatively designed worksheets that support active and meaningful learning. The program's impact is seen in improved student ability to understand and use English effectively.

Discussion

Strengthening Teacher Competence

The way to enhance teacher professionalism is through regular academic development activities. These activities are not only aimed at improving teachers' levels of competence but also at strengthening their role as agents of change in the educational process (Rifky et al., 2024). Strengthening teacher competence is crucial for the advancement of an educational institution, as it can improve the quality of learning, boost motivation and productivity, expand professional networks, enhance career opportunities, and ensure relevance with the developments in education and technology (Apriyanti, Laila Afriyani, 2023).

Moreover, strengthening teacher competence also plays a significant role in supporting the development of each teacher's individual potential. Teachers in non-formal educational institutions must continue to explore their potential so as not to fall behind teachers in formal institutions. Non-formal education teachers should be able to help students develop interests and talents that may not emerge in formal education, making it essential for teachers to constantly be creative in creating a learning environment that supports personal growth and broadens students' horizons (Syakirah et al., 2025). Classroom innovation is also reflected in the use of more interactive methods, such as project-based learning, cross-cultural case studies, and the use of technology to bridge differences (Noor & Ikwandi, 2025).

Character Education Based on Religious and Ecological Values

Strengthening students' character through an ecological approach is an engaging and meaningful practice to implement in an educational institution. This is because environment-based learning activities can enhance students' understanding and awareness of the importance of preserving the environment (Adinata & Setiawan, 2024). An ecological approach in educational settings contributes significantly to the development of students' character (Zuzana & Mandala, 2023).

In addition to character development, Kampong Sinaoe strengthens religious values by integrating them into students' daily routines as an effort to foster positive character. The practice of starting and ending learning sessions with communal prayers serves as an exercise in spirituality and discipline. Religious values play an important role in shaping student character, as they teach moral and ethical principles that serve as the foundation for daily behavior. Through education that integrates religious values, students are guided to be honest, disciplined, responsible, tolerant, and caring toward others. These values also help students develop spiritual awareness and the ability to practice self-control when facing various challenges (Sakti & Noor, 2024).

Facility Fulfillment

The availability of adequate facilities is a strategic component in supporting the success of innovation within the institution. Facilities such as open classrooms, a library, gazebos, internet access, and an entrepreneurship-based canteen all support an active, needs-based learning process. Adequate educational facilities play a vital role in stimulating students through various activities designed by the institution (Dewi & Noor, 2024). The availability of adequate learning facilities enables students to gain a more thorough understanding of the lesson material being explained. In addition, it allows learning methods to be implemented more effectively. This encourages greater student participation in the learning process, thereby improving the quality of interaction between educators and students (Meilanda et al., 2022). Learning facilities enables the creation of flexible, enjoyable, and adaptive learning spaces that accommodate various student learning styles (Tandirenggo et al., 2022). Supportive facilities can stimulate students' creativity by providing space for interaction, meaningful learning experiences, and the development of creative character traits such as curiosity, risk-taking, and perseverance (Daulay et al. 2022). The provision of such facilities can also be achieved through the active involvement of the community in supplying educational infrastructure, which strengthens social collaboration and fosters a sense of ownership toward the educational process within the community (Delima et al. 2022).

Learning Activities

Learning at Kampong Sinaoe is characterized by participatory, interactive, joyful, and inspiring processes. Teachers utilize various media to create a comfortable learning environment. Learning models designed to be interactive are essential in supporting education that aligns with students' needs and the evolving times (Amril, 2023). Through participatory, enjoyable, and contextual learning approaches integrating digital media and experiential activities such as field trips, site visits, and hands-on practice these adjustments not only make the learning environment more engaging and relevant for students but also reflect the implementation of a curriculum responsive to social, technological, and local dynamics (Wena, 2010).

The use of interactive learning media enhances the quality of education. This is because interactive media can facilitate concept comprehension, increase student engagement, and create a more dynamic and effective learning atmosphere. The use of various digital platforms and interactive media such as educational videos, mobile exercises, and concrete visuals like puzzles and worksheets has proven effective in stimulating students' enthusiasm for learning, particularly among young children. The alignment of multiple approaches into an integration of technology and creative teaching methods is the key to creating meaningful, enjoyable, and high-quality learning in the modern era (Sawitri et al., 2024).

Program Diversifications

Kampong Sinaoe designs its learning activities based on community needs by implementing educational innovations that are responsive to local demands through a variety of programs. One such program is English language instruction aimed at improving students' English proficiency by adopting the Cambridge curriculum. The application of the Cambridge curriculum is believed to enhance students' critical thinking, problem-solving, and communication skills (Hasanah et al., 2024). However, in practice, certain adjustments must be made to align with local needs and conditions. This ensures the program runs more smoothly and effectively reaches its intended goals.

Program diversification within an educational institution becomes essential due to the increasingly diverse needs of students and the demands of evolving times (RimahDani et al., 2023). Each student has different interests, talents, and learning styles, making uniform educational programs insufficient to accommodate all potential. By offering various program options, educational institutions can provide opportunities for students to explore fields that match their interests and abilities, making the learning process more relevant and meaningful. Furthermore, program diversity supports the development of more specific competencies, both in academic areas and practical skills (Syaadah et al., 2022).

Educational Innovation from the Perspective of Islamic Education

The urgency of innovation in Islamic education becomes increasingly evident amid the challenges of globalization and scientific advancement. Islamic education cannot remain stagnant by relying on outdated methods that no longer resonate with the current generation. Hence, Muslim educators must be creative in developing engaging, grounded teaching strategies that can shape outstanding individuals in various fields while remaining rooted in Islamic values. With the right innovations, Islamic education will remain relevant, contextual, and capable of meeting the needs of the ummah in the modern er (Azis et al., 2025).

Pursuing innovation in education aligns with Islam's spirit of being dynamic in facing changing times, as long as it does not contradict the principles of Sharia. Educational innovation in Islam aims to improve the methods and approaches of teaching and learning

to make them more effective and compatible with contemporary developments (Ramdhan, 2025). Islamic education embraces an adaptive and open spirit toward change, as long as it remains grounded in the values of the Qur'an and Sunnah. This adaptive spirit is reflected in the flexibility of teaching methods, integration between religious and worldly sciences, and the ability to respond to contemporary challenges through relevant approaches. By maintaining openness to change, Islamic education continues to preserve its essence while evolving and making meaningful contributions in shaping spiritually, intellectually, and socially superior generations (Sarnoto, 2025).

CONCLUSION

The community-based educational innovation implemented at Kampoeng Sinaoe, Sidoarjo, represents a strategic effort to improve the quality of learning processes and outcomes in a non-formal education setting. Innovations are developed holistically, covering teacher competency development, character education grounded in religious and ecological values, facility provision, learning activities, and program diversification.

Teacher competency is strengthened through continuous internal training, mandatory literacy programs, discussion forums, and collaborations with local and international institutions that broaden perspectives and enhance global insights. Character education emphasizes religious values and ecological awareness through activities such as ecological entrepreneurship, fostering students who are responsible, independent, environmentally conscious, and possess strong integrity.

Kampoeng Sinaoe also provides functional and creative facilities, including open spaces, libraries, internet access, and community homes, which support holistic and community-based learning. Learning activities are designed to be innovative, active, participatory, and contextual, utilizing discussions, hands-on practice, field trips, educational games, and book or film reviews. Additionally, program diversification through initiatives like "English for Kids" and tutoring services enhances students' academic abilities while making learning more relevant and enjoyable.

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