



The Role of Community Participation in Education and the Integration of Local Wisdom in School/University Management: A Systematic Literature Review

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ABSTRACT

This research aims to systematically examine the integration of local wisdom in educational management in relation to character education. The study was conducted using the SLR approach. Article search using Publish And Perish with the keywords community participation, local wisdom in schools/universities from publications between 2015 and 2025, totaling 50. The articles used as primary data are those published in nationally accredited Sinta journals and reputable international journals. Based on the screening results, twenty articles suitable for review were obtained. The results show that community participation in education plays an important role in improving the quality, relevance, and sustainability of educational institutions. Through the involvement of parents, community leaders, the business world, and various community elements, schools and universities can gain support in terms of resources, ideas, and social legitimacy that strengthen the teaching and learning process. This participation also encourages the creation of a more inclusive, transparent, and responsive educational atmosphere to the needs of the surrounding environment. The integration of local wisdom in school and university management serves to enrich educational values with the culture, traditions, and indigenous knowledge of the community. By incorporating local wisdom into the curriculum, governance, and learning activities, educational institutions not only preserve cultural identity but also shape students' character to better appreciate local values, adapt to changes, and possess a strong sense of social responsibility. In the end, the collaboration between community participation and the integration of local wisdom becomes an important foundation for building a quality, relevant education system that is deeply rooted in the life of the community.

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1. INTRODUCTION

Education, in essence, is a conscious and planned effort to optimize the potential within humans holistically so that they can live productively and sustainably. In the process of education, there is an interaction between individuals, families, and society. Therefore, one of the important things in achieving educational goals is the need for collaboration between the educational environment, both internal and external, in a conducive and participatory manner (Bhandesa et al., 2023; Arifin, 2020)

Empirically, community participation in the field of education plays an important role in achieving educational goals, which can be carried out in various forms of activities such as improving the quality of learning where the community actively participates in enriching the learning process, especially in more contextual and engaging learning that involves culture and community participation. On the other hand, community support in creating a physical and social environment at school can be manifested in the form of assistance in improving school facilities, and the sense of ownership towards the school will increase, thereby achieving a safe and comfortable learning environment (MM, 2022).

Theoretically, the community can also enhance accountability and transparency in the administration and improvement of educational governance. This can be done through community involvement in decision-making processes such as school policies, budget allocation, and educational program evaluations. The synergy of education in the context of socio-cultural and developmental needs also becomes important when considering the implementation of education, as the output and outcome of education play a significant role in society. (Sumar, 2018). Education is also a shared responsibility between the family, school, and community; these three elements will realize the optimal output and outcome of education. Realizing the optimal implementation of education is

the aspiration and goal of all stakeholders. In its implementation in the learning process, a curriculum that aligns with the development of science and technology, the essence and objectives of education, and the integration of local wisdom is needed to improve the quality of graduates, the absorption rate of graduates, and the active participation of education graduates in society. (Bhandesa et al., 2024; Shofiyani et al., 2025)

A curriculum that integrates local wisdom will make learning more meaningful and relevant, because what is taught in school is also close to the daily lives of the students. Moreover, learning that integrates local wisdom will more fully realize a holistic learning process, as it requires various interdisciplinary approaches to solve a problem. This will certainly support students in developing critical thinking skills and holistic thinking (Abidin, 2021; Kusuma, 2018).

In its implementation, community participation and the integration of local wisdom in the administration of education still face many challenges. Efforts need to be made to support the integration of these into school or higher education-based management. With the increase in community participation and the integration of local wisdom into school or higher education-based management, the quality of the ongoing educational administration will improve.

2. METHODS

An initial retrieval yielded over 50 articles, which, after systematic screening, resulted in the inclusion of 20 relevant studies. These studies were examined following a six-stage research framework comprising: (1) literature review, (2) preliminary data collection, (3) topic conceptualization, (4) data triangulation, (5) manuscript development, and (6) conclusion formulation. The literature search encompassed both domestic and international scientific articles accessed via the Perish And Publish database, employing the keywords: community participation, local wisdom, and school/university management. The inclusion criteria were defined as follows: (a) peer-reviewed journal articles and scientific conference papers published within the past decade (2015–2025); (b) publications in accredited national journals and reputable international journals; (c) empirical studies or meta-analyses analyzing the effectiveness of competency-based education; (d) research addressing the implementation of local wisdom within school management contexts; and (e) studies utilizing quantitative, qualitative, or mixed methodologies. Exclusion criteria comprised: (a) opinion articles, essays, and non-peer-reviewed materials; (b) studies exclusively focused on local wisdom without relevance to educational management; and (c) research pertaining to the integration of local wisdom in governmental management.

3. RESULTS AND DISCUSSION

In this section, the researcher presents the findings of the study and discusses the results in the context of the research question or problem. They should also compare and contrast the findings with the existing literature and provide interpretations and explanations for the results.

3.1. Results

Here are the results of the article review regarding The Role of Community Participation in Education and the Integration of Local Wisdom in School/University Management.

Tabel 1.

Article Title About The Role of Community Participation in Education and the Integration of Local Wisdom in School/University Management

No	Author & Year	Article Title	Result
1	Masruroh & Zakiyah Bz, (2022)	Learning Cycle Management Based On Local Wisdom In Instilling The Character Of Religious Students In Madrasa	Community support and involvement in religious activities at school have a positive impact on the formation of students' religious character. Students become more understanding and practice religious values in their daily lives, which in turn strengthens their cultural and spiritual identity.
2	Anggraini & Kusniarti, (2017)	Character And Local Wisdom-Based Instructional Model Of Bahasa Indonesia In Vocational High Schools	The research results show that students are able to identify and present local wisdom when the learning material is relevant to their daily lives. This indicates that the integration of local wisdom in learning, which is a form of community participation, can have a

- 3 Asror, Zainiyati, & Suryani, (2024) The Gusjigang model for strengthening local wisdom-based character education in digital era significantly positive impact on students' academic achievement. The integration of Gusjigang values in school management involves the incorporation of moral, religious, and entrepreneurial values into the curriculum and school activities. This approach strengthens cultural identity and allows adaptation to changing times without losing cultural roots.
- 4 Nastiti et al., (2024) Health And Local Culture: An Overview Of Religious Law And Its Relevance In The Modern Era The active participation of the community in maintaining traditional health practices that align with religious teachings demonstrates a synergy between local wisdom and the principles of religious law. This helps the community maintain their cultural identity while remaining relevant to the times. Moreover, this practice can enhance the well-being of the community by providing medical alternatives that align with their cultural and religious values.
- 5 Siswoyo et al., (2018) Local-Wisdom-Based Character Education Management In Early Childhood Education This active participation strengthens character values in children from an early age.
- 6 Suryana, N., Mumuh, M., & Hilman, C. (2022) Basic Concepts and Theories of Educational Participation Participation in education begins with involving the community, which is one of the environments that supports an individual's education. Because in the community environment, a child learns to socialize and acquire skills. In the community environment, knowledge and skills can be acquired simultaneously, because within the community there are many learning resources, both structured and unstructured.
- 7 Sihaloho, W., Aulia, M. R., Maimanah, A., Rahayu, A. H., Daulay, M., & Efendi, Z. (2023) Education and Society Quality education and a supportive community are crucial for the optimal development of children, especially in early childhood education. Challenges such as access to education and lack of knowledge among parents. The role of the community in supporting early childhood education is emphasized, including providing a conducive environment and material support.
- 8 Holmes, W., & Tuomi, I. (2022) State Of The Art And Practice In AI In Education Advances in data-driven AI have led to exponentially growing computational needs, and it is now increasingly understood that the future of AI cannot be predicted by extrapolating the developments of the past decade. While some people logically argue that data-based AI will, with sufficient data, soon be able to surpass human intelligence.
- 9 Akour, M., & Alenezi, M. (2022) Higher Education Future In The Era Of Digital Transformation There has been a dramatic shift in the contributions and main roles of community colleges and universities over the centuries. Now, we can touch on how we are almost on the brink of another shift. The

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Lundvall, S., & Fröberg, A. (2023)

From Individual To Lifelong Environmental Processes: Reframing Health In Physical Education With The Sustainable Development Goals.

cost of higher education has increased significantly over the past fifty years. Alternatives include short courses, social media-based courses social media-based, certificates, etc. have rapidly developed over the past two decades. For now, adopting the educational aspects of sustainable development in physical education is both a challenge and an acknowledgment of the critical learning perspective, where transformative and enlightening processes can lead to rethinking and reorientation in the field.
- 11

Stellamaris Metekohy, Izaac T. Matitaputty, Maryam Sangadji Terezia V. Pattimahu (2023)

Community-Based Local Wisdom Potential Of Natural Resources In Hukurila Country, Ambon Island

The school's vision, mission, and curriculum incorporate local values (cooperation, discussion, and customs). Local culture-focused activities, such teaching local languages, performing traditional dances, or training in regional crafts.
- 12

Kelum Jayasinghe, Pawan Adhikari and Simon Carmel (2020)

Multiple Rationalities Of participatory Budgeting In Indigenous Communities: Evidence From Indonesia

Contextual curriculum: Learning is adapted to local conditions, such as the introduction of regional languages, local culture, or the involvement of local leaders as resource persons. Pedagogical approach based on local context: Educators teach using methods that are familiar and relevant to the students' life experiences within their community.
- 13

Hanugerah Kristiono Liestandre , Alastair M. Morrison, Ni Nyoman Kerti Yasa, Tjok Gd Raka Sukawati and I. Putu Gde Sukaatmadja (2024)

The Impact of a Local Well-Being Philosophy on Revisit Intentions to Bali Among Digital Nomads

Local cultural values, such as mutual cooperation, deliberation, and customs, are used as the foundation in policy-making and the implementation of school activities. The local curriculum is adjusted to the social and cultural conditions of the local community, making the learning more contextual and relevant.
- 14

Siyuan Lyu and Shijing Niu, Jing Yuan, Zehui Zhan (2024)

Developing Professional Capital Through Technology-Enabled University-School-Enterprise Collaboration: An Innovative Model For C-STEAM Preservice Teacher Education In The Greater Bay Area

Local content curriculum that integrates local cultural values and traditions. Decisions that consider local values, such as consensus deliberation. The role of traditional or community leaders as part of the educational support structure reflects recognition of local socio-cultural authority.
- 15

Syifa Miftahul Amalia, Anik Widiastuti, Taat Wulandari

Implementation of the Saturday Cultural Program at Senior High Schools in Mataram City

Local practice-based learning: The application of teaching methods that integrate local wisdom, including folk tales, regional arts, and traditional games.
- 16

Agus Hermawan & Emily B. Tan (2021)

Philosophy Education: “Tut Wuri Handayani” As The Spirit Of Process Governance In

The utilization of symbols, ceremonies, or local activities (such as selamatan and traditional customs) as components of character education and school activities. Empowering local

		Indonesia Educational Organization	customary or religious leaders as mentors or resource persons in student activities
17	Hikmawati, I Wayan Suastra, Ketut Suma, A. A. Istri Agung Rai Sudiarmika (2024)	Online Lectures With Local Wisdom Context: Efforts To Develop Students' Higher-Order Thinking Skills	School Decision-Making: The principal involves community or customary stakeholders in the school planning and evaluation process, as a form of accommodation to local cultural values.
18	Phirakit Krualunteerayut, Theerapong Meethaisong & Chalong Phanchan (2024)	The Integration of Local Wisdom with Learning Innovations in the 'Buddhism' Course for Lower Secondary School Students in Thailand's Educational Opportunity Expansion Schools	Adaptive leadership patterns, reflecting an understanding of local culture and social structure
19	Moindi, Richard C. Changeiywo, Johnson, M. Sang Anthony, K (2016)	Effects of Principals' Team Work Capabilities on the Adoption of Strategic Management in Public Secondary Schools in Baringo County, Kenya	Real examples include the preservation of regional languages, traditional arts, as well as customs and values that shape students' character.
20	Mega Elvianasti, Lufri Lufri, Rahadian Zainul, Festiyed Festiyed, Skunda Diliarosta, Robby Zidny, Meisya Aqilla Damaiana (2023)	Exploring Indigenous Knowledge of Traditional Martial Art "Silat Bekasi" to Identify Contents and Contexts for Science Learning in Biology Education	The school culture based on local values, such as wearing traditional clothing on certain days, holding customary ceremonies, and respecting nature

3.2. Discussion

1. Forms of Community Participation in Education

Education is a process that involves not only formal institutions but also the social environment, including families, communities, and local organizations. Community participation in education is a crucial element for achieving contextual, relevant, and sustainable educational quality. This paper examines the forms of community participation in education from various perspectives, including parental involvement, collaboration with local leaders, the role of local organizations, partnership models, and comparative studies across educational levels.

Parents play a strategic role in supporting their children's education, both at home and at school. This participation includes involvement in religious and extracurricular activities, membership in school committees, as well as the provision of moral and financial support (Jayasinghe et al, 2020). Research at Madrasah Ibtidaiyah shows that parental participation in daily religious routines, such as congregational prayers and reading the Qur'an, can strengthen students' religious character. (Masruroh & Zakiah Bz, 2022) state that community support and participation in religious activities at school positively contribute to the formation of students' religious character. According to (Liestiandre, Morrison, Yasa, Sukawati, & Sukaatmadja, 2024) and (Lyu, Niu, Yuan, & Zhan, 2024), forms of parental involvement in school activities include participation as committee members contributing to discussions, as well as supporting physical activities such as infrastructure development and provision of facilities. Collaboration between educational institutions and parents also plays a role in monitoring children's academic progress (Hermawan & B. Tan, 2021) (Amalia et al, 2024)

Community figures, traditions, and religion play a crucial role in character development and the local learning context. Values such as collaboration, deliberation, and customary norms are integrated into the management and curriculum of education. Their involvement as mentors, resource persons, and decision-makers in deliberative

forums enhances the relevance of education. (Metekohy et al, 2023). assert that decision-making involves traditional leaders, elders, and the community as a whole as part of community-based school management..

Local organizations such as NGOs, cultural groups, and religious organizations contribute to resource mobilization, community literacy improvement, and the organization of training for teachers and school principals. This collaboration fosters a more adaptive educational ecosystem that meets local needs and enhances the sustainability of school programs. According to Sihaloho et al. (2023), the role of the community in supporting early childhood education is crucial, including the provision of a conducive environment and material support.

There are various partnership models that have emerged, including: Community-based model: educational institutions as the center of community activities. Model based on local wisdom: integration of traditional values in learning, such as the Gusjigang model. (Asror et al, 2024) emphasize that the values of Gusjigang strengthen the foundation of ethics and encourage the wise use of digital technology. Collaborative technology model: for example, collaboration between universities, schools, and industry (model C-STEAM). These models show that partnerships can be adapted to local social, cultural, and technological conditions (Lyu et al., 2024).

At the elementary school level, participation is more focused on character building and the integration of cultural values through daily activities. At the junior high and senior high school levels, community collaboration develops in the areas of social supervision and the moral development of students. According to the research by (Amalia et al., 2024) active community participation ensures the sustainability of educational programs even amidst policy changes. In higher education, partnerships are strategic, emphasizing technological innovation, capacity building, and curriculum relevance. This difference shows the evolution in the role of society according to the level of independence and educational needs at each stage..

Community participation in education is a crucial element that not only enhances the effectiveness of learning but also strengthens the relevance and cultural identity in the educational process. Support from parents, community leaders, local organizations, and inter-sectoral synergy are the main assets in building contextual, inclusive, and sustainable education. Therefore, participatory strategies must continue to be expanded with a collaborative and adaptive approach to local values and global challenges.

2. Integration of Local Wisdom in School/University Management

Local wisdom is the cultural values that develop within a society and are passed down through generations. In the realm of education, the integration of local wisdom is a crucial approach to building a contextual, inclusive, and relevant education system. School and college management that integrates local values not only strengthens students' identities but also enhances the relevance of education to real life (Siswoyo et al., 2018).

Local wisdom refers to the values, norms, knowledge, and cultural practices that exist and develop within a community. In education, local wisdom includes elements such as values of collaboration, deliberation, ethics, religious practices, as well as local arts and traditions. According to (Metekohy et al., 2023) local values (mutual cooperation, deliberation, customs) are internalized in the school's vision, mission, and curriculum..

Managerial strategies based on local wisdom include community participation in decision-making, a deliberative approach to problem-solving, and leadership that respects local cultural norms. In several schools, principals and teachers implement participatory management that involves traditional leaders and the community in the evaluation and planning of educational institutions. Hermawan and Tan explain that physical and financial participation, along with decision-making through school community deliberations, reflect the spirit of reciprocal cooperation and collective ownership (Nastiti et al., 2024).

Education that successfully integrates local values makes culture an element of the school's identity. This is reflected in a vision that embodies local philosophy, a mission that emphasizes character development based on values, and an organizational structure that accommodates the role of the community. For example, schools in Hukurila integrate local wisdom into the curriculum and policies, through decision-making that involves traditional leaders, parents, and the community as a whole (Metekohy et al., 2023).

The local content curriculum is a crucial means for cultural preservation. Schools teach regional languages, folklore, traditional arts, and cultural values as components of the learning process. This not only increases students' interest in learning but also strengthens cultural identity. In the Cultural School program in Mataram, the curriculum includes local practices such as traditional dances and regional life philosophies. (Amalia et al., 2024) assert that local wisdom serves as a source of value and character formation, such as integrity, work ethic, and responsibility.

Various case studies indicate the success of implementing local wisdom in education: Madrasah Nurur Rahmah integrates religious values through the implementation of congregational prayers and Quran recitation. (Masrurroh & Zakiyah Bz, 2022) noted that religious activities have a positive impact on the development of students' religious character. The Gusjigang model in Central Java integrates religious values, ethics, and entrepreneurship into character education. (Asror et al., 2024) state that the values of Gusjigang strengthen the foundation of ethics and encourage the wise use of digital technology. Silat Beksi serves as a contextual approach in Biology education, integrating local martial arts as teaching materials that enrich the scientific and cultural context for students.

The integration of local wisdom in school and higher education management produces positive effects in creating relevant, inclusive, and meaningful education. Local cultural values can serve as a foundation in character development, increasing community participation, and strengthening the identity of educational institutions. Therefore, a systematic, collaborative, and adaptive strategy is needed in managing education based on local values to support cultural sustainability and social transformation.

3. The Impact of Community Participation and Local Wisdom on Educational Effectiveness

Community participation and local wisdom play an important role in enhancing the effectiveness of education, especially at the regional level. When the community actively participates in the education process, whether as parents, traditional leaders, or community members, it creates a more inclusive, relevant, and sustainable learning environment. The synergy between community participation and local wisdom creates an educational system that not only produces academically intelligent individuals but also socially and culturally wise ones. Thus, the effectiveness of education is not only measured by exam results but also by the extent to which students can actively participate in building a harmonious, ethical, and competitive society.

Increasing student engagement and the relevance of learning are key to creating an effective and meaningful learning process. When students feel that what they are learning is directly related to real life, their interest and curiosity grow naturally. Lesson materials that are linked to daily experiences, the surrounding environment, or issues they face make learning feel more alive and not just rote memorization. By providing space for students to actively ask questions, engage in discussions, and explore their ideas, schools not only become places of learning but also spaces for the growth of critical thinking and creativity.

According to the opinion of (Metekohy et al., 2023), it shows that the improvement in the quality of the learning process and its outcomes is because students feel connected and understand the context of the teaching material. Collective participation in educational institutions creates a conducive and collaborative atmosphere, and the development of contextual curricula makes learning more significant.

(Jayasinghe et al., 2020) state that strengthening school management: Community participation contributes to increased transparency, accountability, and efficiency in school administration. Other researchers from (Liestandre et al., 2024), state the same thing, namely that community participation in school management increases transparency and accountability, thereby enhancing public trust in educational institutions. In addition, (Hikmawati, Suastra, Suma, & Sudiarmika, 2024) stated the Improvement of Education Quality: Moral and financial support from the community enables schools to enhance the optimality of their services.

(Hikmawati et al., 2024), stated that students feel more valued and motivated when the values they learn at home are applied at school, so local values shape the cultured personality of students and the synergy between the school environment and the community directly affects student performance. This statement is also supported by (Moindi, Richard C, Changeiywo, & Sang Anthony, 2016), that the increase in school ownership among students and the community will result in a decrease in dropout rates and the development of students' character, which is not only academically intelligent but also strong in moral and cultural values. Additionally, the statement from (Jayasinghe et al., 2020), which is to enhance student learning motivation where a socially and culturally supportive environment encourages students to be more motivated in their studies and the development of students' character and morals will show that local values integrated into the school contribute to the formation of students' personalities based on their cultural identity. This is also supported by the research findings of (Amalia et al., 2024) which indicate that active community involvement ensures the continuity of educational programs despite policy changes, thereby supporting the sustainability of school programs..

The statement from (Jayasinghe et al., 2020) is that community participation contributes to the improvement of transparency, accountability, and efficiency in school administration. Community participation in school management increases transparency and accountability, thereby enhancing public trust in educational institutions, according to (Liestandre et al., 2024).

4. Challenges and Implementation Solutions

(Masruroh & Zakiah Bz, 2022), Challenges in implementing local wisdom-based learning management include consistency in conducting religious activities among students and ensuring active participation from all students. Solutions that can be implemented include: (1) Regular Supervision and Evaluation: Conducting periodic monitoring and evaluation of religious activities to ensure their consistency and effectiveness, (2) Involvement of Parents and Community: Enhancing communication and cooperation with parents and the community to support and motivate students in participating in religious activities and (3) Provision of Adequate Facilities: Ensuring the availability of facilities and infrastructure that support the implementation of religious activities, such as comfortable worship rooms and adequate worship equipment..

The cultural challenge in the world of education is the resistance from educators to change. It occurs due to a lack of understanding of the innovations being offered. Additionally, value conflicts arise, especially when new values introduced through the curriculum do not align with local culture or the personal beliefs of educators. This tension can hinder the implementation of more relevant and inclusive learning if not managed wisely and openly.

This is supported by research findings from (Metekohy et al., 2023), which state that the lack of understanding and awareness among the community regarding the significance of education and the economic disparities that hinder financial contributions from the community, can lead to modernization and globalization eroding local values and causing deficiencies in the school's managerial capacity to manage participation and local culture.

The lack of training for human resources (teachers and staff) causes the implementation of new policies or methods to not run as intended. Additionally, the lack of neat and systematic documentation makes many good practices poorly documented, difficult to replicate, and unsustainable. Without adequate operational support, efforts to improve the quality of education are at risk of stalling midway. This aligns with the opinion of Jayasinghe et al., (2020) who state that the limited capacity of human resources at the school level in understanding and integrating local wisdom. Another opinion from Liestiane et al., (2024) states that resource limitations, both from the perspective of educational institutions and the community, can pose challenges in the operational activities of schools.

Anggraini and Kusniarti (2017) several potential obstacles in integrating local wisdom into learning include a lack of resources, resistance to change, and the need for teacher training. Solutions that can be implemented include: (1) Teacher Training: Organizing training for teachers to understand and implement local wisdom in teaching, (2) Collaboration with the Community: Building partnerships with community leaders and cultural experts to ensure the accuracy and relevance of the material being taught. (3) Resource Development: Providing learning materials that integrate local wisdom, such as textbooks and other learning media and (5) Evaluation and Adjustment: Conduct periodic evaluations of the effectiveness of the learning model and adjust it based on feedback from students and teachers. This is supported by research findings from (Moindi et al., 2016), which state the lack of training for teachers and principals in integrating local wisdom into the learning process.

Elvianasti et al., (2023) stated that there is a dominance of top-down approaches by the government, which leaves little room for local initiatives, limited managerial capacity of school principals and teachers in managing community participation, and the risk of commercialization of education if community participation is only focused on financial aspects. Another opinion from the research by Moindi et al., (2016) Incoherence between national and local policies, because local-based approaches often lack structural support from central authorities.

4. CONCLUSIONS AND SUGGESTIONS

Community participation in education is instrumental in enhancing the quality, relevance, and sustainability of educational institutions. By engaging parents, community leaders, the business sector, and diverse community stakeholders, schools and universities garner essential support in the form of resources, ideas, and social legitimacy, thereby strengthening the teaching and learning processes. This participatory approach fosters a more inclusive, transparent, and responsive educational environment that is attuned to the needs of the local context. Concurrently, the integration of local wisdom into the administration of schools and universities enriches educational values by embedding cultural heritage, traditions, and indigenous knowledge within institutional practices. Incorporating local wisdom across curricula, governance frameworks, and pedagogical activities not only safeguards cultural identity but also cultivates students' character, enabling them to appreciate local values, adapt to change, and develop a profound sense of social responsibility. Ultimately, the synergistic relationship between community participation and the integration of local wisdom constitutes a foundational pillar for constructing an education system that is high-quality, contextually relevant, and deeply rooted in the fabric of the community.

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