
Sustaining Local Values in Character Education: Strategies for Effective Implementation in Community Learning Center Contexts

Eli Farlina¹, Sri Nurhayati^{1*}, Agus Hasbi Noor¹

¹Community Education, IKIP Siliwangi, Cimahi, Indonesia

*Corresponding Author: srinurhayati@ikipsiliwangi.ac.id

Article History

Received : December 18th, 2024

Revised : January 19th, 2025

Accepted : February 15th, 2025

Abstract: This study explores the integration and sustainability of local values in character education within the context of Community Learning Centers (CLCs) in Indonesia, focusing on PKBM Melati Batuajar. Employing a case study approach within a qualitative research framework, data were collected through semi-structured interviews, participant observations, and document analysis. The findings reveal the critical role of local values such as "gotong royong" (mutual cooperation), "musyawarah" (deliberation), "kepedulian" (care for others), and "tanggung jawab" (responsibility) in fostering empathy, collaboration, and accountability among learners. These values are integrated into CLC curricula through storytelling, role-playing, collaborative projects, and experiential learning, effectively contextualizing education within the learners' cultural environment. However, challenges such as the lack of standardized curricula, resource constraints, and the influence of globalization pose barriers to sustainability. To address these, the study recommends localized curricula, targeted facilitator training, and community-driven initiatives augmented by digital tools to harmonize tradition with modernity. By bridging the gap between local cultural heritage and contemporary pedagogical practices, this research contributes to the broader discourse on culturally responsive education and provides actionable strategies for preserving local values in non-formal education settings.

Keywords: Character Education, Community Learning Centers, Culturally Responsive Pedagogy, Educational Sustainability, Local Values.

INTRODUCTION

In an era marked by rapid globalization, the preservation and integration of local cultural values within educational systems have become essential for fostering comprehensive character development and ensuring cultural sustainability. Local values, deeply embedded in the socio-cultural fabric of communities, serve as ethical compasses that guide individuals toward responsible, empathetic, and community-centered behavior. Character education, within this framework, emerges not merely as an academic endeavor but as a transformative practice aimed at cultivating moral and civic virtues. The discourse on character education has gained global prominence, especially in response to escalating concerns over cultural homogenization, moral disengagement, and social fragmentation (Mustari & Nurhayati, 2024; Soleh et al., 2024). The United Nations Educational, Scientific and Cultural Organization (UNESCO) emphasizes education that

transcends mere academic achievement to foster peace, tolerance, and cultural appreciation. Within this global context, CLCs have emerged as pivotal in delivering education that aligns with the specific needs of diverse, often marginalized communities. These centers not only address gaps in formal education but also serve as catalysts for community empowerment and social cohesion (Kobasah & Nurhayati, 2024; Suharto et al., 2021; Supiah et al., 2024).

A comprehensive body of scholarship underscores the pivotal role of character education in addressing ethical and moral challenges across diverse educational contexts. Research highlights the effectiveness of character education in fostering virtues such as honesty, empathy, and accountability, which not only benefit individual learners but also contribute to broader societal harmony (Badawi et al., 2024; Jarkasih & Nurhayati, 2023; Nurhayati & Parhan, 2024; Sandro & Nurhayati, 2023; Soleh et al., 2024; Taufik & Nurhayati, 2023). Non-formal education, particularly through CLCs, has been

recognized for its adaptability and capacity to address the diverse needs of marginalized populations, providing fertile ground for character development (Rahmat et al., 2024). The integration of local values into educational practices has garnered considerable academic attention, particularly within the framework of culturally responsive pedagogy. Studies demonstrate that incorporating local traditions and wisdom into curricula enhances learners' socio-emotional skills, deepens their cultural understanding, and strengthens their community ties (Rosita et al., 2020; Sunari & Nurhayati, 2023; Yosfiani & Nurhayati, 2023). In Southeast Asia, the operationalization of values such as mutual respect and collective responsibility has been shown to significantly enhance social cohesion and cultural identity.

Despite these advancements, existing research predominantly centers on formal education systems, leaving a significant gap in the literature regarding the implementation of character education within non-formal contexts like CLCs. The operational challenges, including resource constraints, variability in facilitator training, and learner diversity, remain underexplored. Moreover, while the influence of globalization on educational practices is widely acknowledged, there is limited empirical evidence addressing the specific strategies that CLCs can employ to counterbalance its homogenizing effects. Another critical dimension of the literature addresses the interplay between technological advancements and cultural preservation. While digital tools offer unprecedented opportunities for educational innovation, their potential to dilute local values necessitates a nuanced approach (Musa & Nurhayati, 2024). Existing studies advocate for the localization of curricula, active community participation, and targeted teacher training as mechanisms to mitigate these risks (Musa et al., 2022, 2024). However, the sustainable implementation of local values in CLCs is fraught with complexities. Factors such as curriculum adaptability, facilitator proficiency, and the socio-cultural heterogeneity of learners significantly influence outcomes. Furthermore, the rapid advancement of globalization and digital technologies often marginalizes indigenous knowledge systems, challenging educators to develop innovative strategies that uphold cultural relevance while meeting contemporary educational demands (Iskandar et

al., 2023; Milyane et al., 2023; Nurhayati, 2021; Sulkipani et al., 2024). This study investigates the key local values that can be effectively integrated into character education within CLCs, examines the current methodologies for their implementation, identifies the challenges in sustaining these values, and explores strategic interventions to enhance their sustainability and impact.

This study distinguishes itself by focusing on the non-formal educational landscape of CLCs, a domain often neglected in academic and policy discussions on character education. It examines the multifaceted challenges and opportunities associated with integrating local values into CLC curricula, providing insights that extend beyond theoretical frameworks to encompass actionable solutions. The research introduces an innovative framework for sustainable implementation, which integrates curriculum design, facilitator development, community engagement, and digital adaptation. By doing so, it offers a nuanced understanding of how CLCs can function as vital agents of cultural preservation and character development. This research contributes to academic discourse by bridging the gap between theory and practice in culturally responsive pedagogy, particularly within non-formal education. It offers actionable insights for educators and policymakers to effectively integrate local values into character education, addressing both immediate educational goals and long-term cultural sustainability. The findings hold significant policy implications, guiding the development of educational initiatives that prioritize cultural integrity and community empowerment. By fostering a culturally grounded approach to education, this study supports the cultivation of socially responsible individuals and resilient communities, contributing to broader societal advancement.

METHOD

This study employed a qualitative approach with case study design to explore the integration and sustainability of local values in character education within Community Learning Centers (CLCs). The qualitative approach was chosen to provide a deep understanding of the complex socio-cultural dynamics involved in embedding local values into educational practices (Iswahyudi et al., 2023; Nurhayati,

Kurnianta, et al., 2024). Data were collected through multiple methods, including semi-structured interviews, participant observations, and document analysis, ensuring a comprehensive examination of the research questions. PKBM Melati Batujajar, a Community Learning Center located in Indonesia. This center was selected for its active engagement in character education initiatives and its emphasis on integrating local values into its programs. The participants included 10 facilitators, 8 community leaders, and 15 learners, selected through purposive sampling to ensure their relevance and involvement in character education at PKBM Melati Batujajar. The facilitators were chosen for their direct role in implementing educational programs, while community leaders provided insights into the socio-cultural context. Learners were included to understand their experiences and perceptions of local values in education. Semi-structured interviews were conducted with facilitators, community leaders, and learners. These interviews focused on their experiences, challenges, and strategies related to the integration of local values. Open-ended questions allowed participants to elaborate on their perspectives, enabling the collection of rich, detailed data. Participant observations were conducted during educational activities at PKBM Melati Batujajar. This method provided insights into how local values were practiced in real-time and how facilitators and learners interacted with these values. Observations focused on teaching methods, learner engagement, and the incorporation of local cultural elements into the curriculum. Document analysis was also performed on educational materials, lesson plans, and institutional policies from PKBM Melati Batujajar. These documents were examined to identify explicit and implicit references to local values and their alignment with character education goals. Thematic analysis was employed to identify, analyze, and report patterns within the data. The process involved several steps: familiarization with the data, generation of initial codes, searching for themes, reviewing themes, defining and naming themes, and writing the report. Themes were developed to align with the research questions, focusing on the identification of local values, their implementation in curricula, challenges to sustainability, and strategies for long-term integration. Patterns were triangulated across data sources to ensure validity and reliability.

RESULTS AND DISCUSSION

The findings of this study provide significant insights into the integration and sustainability of local values in character education within the context of Community Learning Centers (CLCs). Drawing from qualitative and quantitative data collected through interviews, observations, and document analysis, the results underscore the dynamic interplay between local values, character education practices, and the operational challenges within CLCs. These findings are organized around four key thematic areas: the identification of local values, their implementation within CLC curricula, challenges to sustainability, and strategies for effective integration and long-term preservation.

Local Values Embedded in Character Education

The study identifies several core local values that are prominently integrated into character education in CLCs. These include "gotong royong" (mutual cooperation), "musyawarah" (deliberation), "kepedulian" (care for others), and "tanggung jawab" (responsibility). These values are not only reflective of Indonesia's rich cultural heritage but also align with the broader goals of character education, such as fostering empathy, collaboration, and accountability. Respondents highlighted that these values are deeply ingrained in community practices, making them highly relatable and impactful for learners. These findings align with prior studies emphasizing the role of indigenous knowledge in fostering social harmony and character development (Fonchingong Che, 2024; Wang et al., 2019).

Participants emphasized the critical role of "gotong royong" in fostering teamwork and a sense of shared responsibility. One respondent noted, "Through group projects and community activities, learners not only understand the value of collaboration but also experience its benefits firsthand." Similarly, "musyawarah" was highlighted as a key mechanism for decision-making and conflict resolution, with facilitators often modeling this value through participatory teaching methods. "Kepedulian," as noted by respondents, encourages learners to empathize with and support peers, thereby strengthening social bonds. "Tanggung jawab" is often instilled through real-life applications such as community

service projects, promoting accountability and personal growth. The findings also reveal that these values are contextually adapted to meet the unique needs of learners in CLCs. For instance, "tanggung jawab" is often taught through practical activities such as managing group tasks or participating in community service projects. This contextualization ensures that local values remain relevant and actionable within the learners' daily lives. These findings extend prior research by demonstrating the adaptability of local values in diverse learning contexts, as observed by Abubakar et.al. (2022). The critical role of these values is further substantiated by studies such as Syafrudin and Nurhayati (2020), who argue that embedding culturally significant values not only reinforces social cohesion but also provides learners with practical frameworks for moral and ethical decision-making. Moreover, the adaptability of these values highlights their universal applicability across different cultural settings, making them integral to broader discussions on global education and ethics.

Implementation of Local Values in CLC Curricula

The integration of local values into CLC curricula is achieved through a variety of pedagogical approaches, including storytelling, role-playing, collaborative projects, and experiential learning. Respondents reported that storytelling, often centered on local folklore, serves as an effective tool for imparting moral lessons and fostering cultural awareness. One facilitator shared, "When learners hear stories about their ancestors' values and practices, they feel a sense of pride and connection to their heritage." This observation parallels findings by Yosfiani and Nurhayati (2023) and Ghofur and Nurhayati (2023), who emphasized the transformative potential of culturally rooted storytelling and learning media in education. Role-playing and collaborative projects were also identified as impactful methods for teaching values such as "gotong royong" and "kepedulian." These approaches not only engage learners actively but also provide opportunities for them to practice the values in real-world scenarios. Collaborative efforts in projects, such as creating traditional art or organizing community events, were particularly noted for their ability to reinforce teamwork and respect for cultural practices. Additionally, experiential

learning activities, such as community clean-ups and traditional craft-making, were noted to enhance learners' understanding and appreciation of local values. The success of these methods, however, hinges on facilitators' ability to convey the significance of local values and relate them to learners' experiences. Facilitator training emerged as a critical factor, with many respondents advocating for targeted professional development programs that equip facilitators with the skills and knowledge needed to integrate local values into their teaching practices. Facilitators who demonstrate an authentic commitment to these values serve as role models, further reinforcing the principles being taught. These insights resonate with findings by Karatas and Ardic (2019), who argued for the importance of teacher agency in delivering culturally responsive education. These strategies echo similar findings in global educational contexts. For example, Nurhayati et.al. (2024) identified that participatory methods such as role-playing and collaborative tasks not only enhance engagement but also deepen learners' intrinsic understanding of values. Such alignment with global pedagogical strategies reinforces the versatility and effectiveness of these approaches in diverse educational landscapes.

Challenges to Sustaining Local Values in Character Education

Despite the successes, the study identifies several challenges to the sustainable integration of local values in CLCs. A prominent issue is the lack of standardized curricula that explicitly incorporate local values. While facilitators often adapt general character education materials to include local values, the absence of formal guidelines can lead to inconsistencies in implementation. One respondent lamented the limited resources available for designing localized educational content, emphasizing the need for institutional support. Similar challenges have been documented in studies by Nurhayati and Susanto (2024), which highlight the systemic barriers to curricular standardization in non-formal education settings. Another significant challenge is the influence of globalization and technological advancements, which can dilute the relevance and appeal of local values among learners (Rosita et al., 2020; Rumsari & Nurhayati, 2020). Respondents noted that exposure to global media and modern lifestyles sometimes creates a disconnect between learners

and their cultural heritage. "Many young learners are more influenced by global trends than by local traditions, making it harder to instill local values," remarked one facilitator. This phenomenon underscores the need for innovative approaches that balance modernity with cultural preservation. Resource constraints, including limited access to educational materials and insufficient funding for facilitator training, further compound these challenges (Kristiyanti & Nurhayati, 2024; Kurniawati et al., 2024; Nurhayati & Kristiyanti, 2024; Nurhayati & Lahagu, 2024). Additionally, the socio-cultural diversity within CLCs can complicate efforts to identify and prioritize specific local values, particularly in communities with varied ethnic and cultural backgrounds. Respondents also highlighted the need for greater collaboration among stakeholders, including policymakers, educators, and community leaders, to address these systemic barriers.

Strategies for Effective Integration and Long-term Preservation

To address these challenges, the study proposes several strategies for the effective integration and sustainability of local values in character education within CLCs. One key recommendation is the development of localized curricula that explicitly incorporate local values and provide clear guidelines for facilitators. Such curricula should be adaptable to the diverse socio-cultural contexts of CLCs and emphasize experiential and participatory learning approaches. Facilitator training is identified as another critical area for intervention. Respondents highlighted the need for regular professional development programs that focus on culturally responsive pedagogy, effective teaching methods, and the use of digital tools to enhance engagement. One participant suggested, "Training programs should not only teach facilitators about local values but also show them how to use technology to make these values more accessible and appealing to learners." These findings align with recent work by Moller et al. (2021), which underscores the importance of digital integration in culturally sustainable education.

Community involvement emerged as a crucial factor in sustaining local values. Engaging parents, local leaders, and cultural practitioners in the educational process can reinforce the importance of local values and

create a supportive environment for learners. Collaborative initiatives, such as cultural festivals and intergenerational storytelling sessions, were noted as effective means of fostering community participation and preserving cultural heritage. The study also emphasizes the potential of digital tools to bridge the gap between tradition and modernity. Interactive platforms, digital storytelling, and virtual cultural tours were identified as innovative approaches to making local values more relatable to tech-savvy learners. However, respondents cautioned that the use of digital tools should be carefully managed to ensure that it complements rather than overshadows traditional practices. Digital platforms, when paired with community-driven activities, can serve as a powerful means to amplify the reach and impact of local values. These recommendations resonate with findings by Orphanidou et.al (2024), who advocates for the use of hybrid methods to enhance the cultural relevance of education. The potential for these strategies to create systemic change lies in their ability to harmonize tradition with innovation. The integration of technology as a tool for cultural preservation, as suggested in this study, expands the potential impact of local values beyond the immediate educational context, fostering intergenerational cultural continuity.

CONCLUSION

This study has shed light on the critical integration and sustainability of local values within character education programs at Community Learning Centers (CLCs). By focusing on the unique socio-cultural dynamics of PKBM Melati Batujajar, the research highlights how local values such as "gotong royong," "musyawarah," "kepedulian," and "tanggung jawab" are not merely theoretical ideals but actionable principles that shape learners' character and behavior. These values, deeply rooted in Indonesia's cultural heritage, align seamlessly with the goals of character education and offer a robust framework for fostering empathy, collaboration, and responsibility among learners. The findings reveal that storytelling, role-playing, and experiential learning are pivotal pedagogical tools for embedding these values into the curriculum. However, their success hinges on the facilitators' capacity to effectively convey these values and contextualize them in learners' daily

lives. The study identifies key challenges, including a lack of standardized curricula, resource constraints, and the tension between globalization's influences and cultural preservation. Addressing these challenges requires innovative strategies, such as localized curriculum development, targeted facilitator training, community engagement, and the strategic use of digital tools to enhance cultural relevance. This research contributes to the academic discourse by highlighting the interplay between tradition and innovation in character education. It emphasizes the importance of leveraging local values to create educational programs that are both culturally relevant and adaptable to modern contexts. By aligning with global pedagogical frameworks while preserving cultural uniqueness, CLCs can serve as dynamic spaces for transformative education and cultural sustainability. Future studies could expand this research by incorporating longitudinal designs to assess the long-term impacts of these strategies and exploring their applicability across diverse cultural and educational settings. As the world grapples with the challenges of cultural homogenization, this study underscores the vital role of CLCs in preserving and nurturing local values for generations to come.

REFERENCES

- Abubakar, A., Aswita, D., Israwati, I., Ferdianto, J., Jailani, J., Anwar, A., Ridhwan, M., Saputra, D. H., ... & Hayati, H. (2022). The Implementation of Local Values in Aceh Education Curriculum. *Jurnal Ilmiah Peuradeun*, 10(1), 165. <https://doi.org/10.26811/peuradeun.v10i1.660>
- Badawi, B., Nurhayati, S., Syarif, M. I., Hidayat, A. W., & Fasa, M. I. (2024). Character Education in the Pandemic COVID 19 Era from Elementary School Teachers Point of View. *Naturalistic: Jurnal Kajian Dan Penelitian Pendidikan Dan Pembelajaran*, 9(1), 426–433.
- Fonchingong Che, C. (2024). Reframing social justice through indigenous know-how: Implications for social development, policy and practice. *Global Social Policy*, 24(1), 5–24. <https://doi.org/10.1177/14680181231170532>
- Ghofur, E. H., & Nurhayati, S. (2023). Multimedia-Based Storytelling Learning Media Effectivity For Early Childhood's Expressive Language Skill Development. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 7(6), 6677–6686.
- Iskandar, A., Winata, W., Kurdi, M. S., Sitompul, P. H. S., Kurdi, M. S., Nurhayati, S., Hasanah, M., Haluti, F., & others. (2023). *Peran Teknologi Dalam Dunia Pendidikan*. Yayasan Cendekiawan Inovasi Digital Indonesia.
- Iswahyudi, M. S., Wulandari, R., Samsuddin, H., Sukowati, I., Nurhayati, S., Makrus, M., Amalia, M. M., Faizah, H., Febianingsih, N. P. E., & others. (2023). *Buku Ajar Metodologi Penelitian*. PT. Sonpedia Publishing Indonesia.
- Jarkasih, A., & Nurhayati, S. (2023). Improving Santri's Noble Characters Through Qur'an Based Learning Management in Pesantren Jaohar. *Aksara: Jurnal Ilmu Pendidikan Nonformal*, 9(2), 1137–1150.
- Karataş, K., & Ardiç, T. (2019). *The Role of Culturally Responsive Teacher to Ensure Social Justice in Education* (pp. 311–332). <https://doi.org/10.4018/978-1-5225-9108-5.ch017>
- Kobasah, R. H. D., & Nurhayati, S. (2024). Strategies and Impacts of The Sukabumi Reading Enthusiast Program on Community Literacy. *Jurnal Simki Pedagogia*, 7(2), 458–469.
- Kristiyanti, L., & Nurhayati, S. (2024). CRAFTING EFFECTIVE PAUD TEACHING MODULES: A TRAINING NEEDS ASSESSMENT FOR POSYANDU CADRES IN BANDUNG. *Jurnal Visi Ilmu Pendidikan*, 16(2).
- Kurniawati, A., Nurhayati, S., & Rukanda, N. (2024). Enhancing Early Childhood Education Teachers' Creativity through Professional Development Training Program. *Aulad: Journal on Early Childhood*, 7(1), 141–149. <https://doi.org/10.31004/aulad.v7i1.537>
- Milyane, T. M., Darmaningrum, K., Natasari, N., Setiawan, G. A., Sembiring, D., Irwanto, I., Kraugusteeliana, K., Fitriyah, N., Sutisnawati, A., Sagena, U., Nurhayati, S., Indriana, I. H., & Putri, M. S. (2023). *Literasi Media Digital*.
- Möller, E., Unterberg, L., & Jörissen, B. (2021). *Cultural Sustainability and (Post-)digital Transformation(s) in the Context of*

- Aesthetic, Arts, and Cultural Education* (pp. 125–139). https://doi.org/10.1007/978-981-16-6174-7_12
- Musa, S., & Nurhayati, S. (2024). Educators' Resilience Amidst Digital Era Challenges: Case Study in Indonesia. *Journal of Electrical Systems*, 20(4s), 832–840. <https://doi.org/10.52783/jes.2121>
- Musa, S., Nurhayati, S., Jabar, R., Sulaimawan, D., & Fauziddin, M. (2022). Upaya dan tantangan kepala sekolah PAUD dalam mengembangkan lembaga dan memotivasi guru untuk mengikuti program sekolah penggerak. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(5), 4239–4254.
- Musa, S., Suherman, A. M., Sujarwo, S., & Nurhayati, S. (2024). Continuous professional growth: A study of educators' commitment to lifelong learning. *Jurnal Cakrawala Pendidikan*, 43(2), 502–512. <https://doi.org/10.21831/cp.v43i2.66654>
- Mustari, M., & Nurhayati, S. (2024). Multifaceted Instructional Leadership of School Principals to Improve Student Character in The Digital Era. *Al-Hayat: Journal of Islamic Education*, 8(2), 488–504.
- Nurhayati, S. (2021). *Pendidikan Masyarakat Menghadapi Digitalisasi*. El-Markazi.
- Nurhayati, S., Haluti, F., Nurteti, L., Pilendia, D., Haryono, P., Hiremawati, A. D., Afrizawati, A., Nurmiati, N., Saidah, E. M., Bariah, S., & others. (2024). *Buku Ajar Teori Belajar dan Pembelajaran*. PT. Sonpedia Publishing Indonesia.
- Nurhayati, S., & Kristiyanti, L. (2024). EDUPRENEURS'INNOVATION AND CREATIVITY IN DEVELOPING TEACHERS'BOOK PLANNERS TO ENHANCE THE PEDAGOGICAL COMPETENCE OF EARLY CHILDHOOD TEACHERS. *Al Hikmah: Indonesian Journal of Early Childhood Islamic Education (IJEICIE)*, 8(1), 177–189.
- Nurhayati, S., Kurnianta, P. D. M., & Anggraeni, A. F. (2024). *Pengantar Karya Tulis Ilmiah*. PT. Sonpedia Publishing Indonesia.
- Nurhayati, S., & Lahagu, S. E. (2024). *Pendidikan Sepanjang Hayat*. PT. Sonpedia Publishing Indonesia.
- Nurhayati, S., & Parhan, M. (2024). A Complete Approach in Implementing Islamic Early Childhood Character Education at the Pandemic Covid 19 Era. *Naturalistic: Jurnal Kajian Dan Penelitian Pendidikan Dan Pembelajaran*, 9(1), 541–549.
- Nurhayati, S., & Susanto, S. (2024). Fostering Young Muslims' Digital Entrepreneurship through Computer Technician Education. *JIE (Journal of Islamic Education)*, 9(2), 806–825. <https://doi.org/https://doi.org/10.52615/jie.v9i2.450>
- Orphanidou, Y., Efthymiou, L., & Panayiotou, G. (2024). Cultural Heritage for Sustainable Education Amidst Digitalisation. *Sustainability*, 16(4), 1540. <https://doi.org/10.3390/su16041540>
- Rahmat, A., Sutisna, A., Nurhayati, S., Hamdan, A., & Kuswantonono, S. (2024). *Konsep Dasar Pendidikan Masyarakat*. Ideas Publisher.
- Rosita, T., Nurhayati, S., Jumiatin, D., Rosmiati, A., & Abdu, W. J. (2020). USING TRADITIONAL ROLE-PLAY GAMES BY ADULTS TO NURTURE A CULTURE OF COOPERATION AMONG CHILDREN AMIDST WIDE-SPREAD ENGAGEMENT IN ONLINE GAMES WITHIN TODAY'S TECHNOLOGICAL SOCIETY. *Journal of Critical Reviews (JCR)*, 7(7), 183–186.
- Rumsari, C., & Nurhayati, S. (2020). Parent Involvement in Instilling Social Care Attitudes to Early Childhood Through the Friday Blessing Program. *Empowerment: Jurnal Ilmiah Program Studi Pendidikan Luar Sekolah*, 9(2), 306–312.
- Sandro, F., & Nurhayati, S. (2023). Patterns of Parenting Kebhayangkaraan Character for NCO Education Students. *KOLOKIUM Jurnal Pendidikan Luar Sekolah*, 11(2), 244–251.
- Soleh, R. M., Nurhayati, S., & Kartika, P. (2024). Students' Character Education Implementation through MABIT (Night of Faith And Piety Development) Program. *Jurnal Ilmiah Profesi Pendidikan*, 9(3), 1565–1571.
- Suharto, S., Nurhayati, S., Wahyu Hidayat, A., Fitri, A., Iqbal Fasa, M., & Azis, A. (2021). The Role of a Community Learning Centre in Fostering the Community's Social Entrepreneurship Character and Motivation in Facing New Normal Era.

- KnE Social Sciences*, 1(1), 636–647.
<https://doi.org/10.18502/kss.v5i18.9354>
- Sulkipani, S., Afnarius, S., Sudrajat, S., Santoso, I., Nurhayati, S., Halim, L., Mutia, A. S., Argadinata, H., Jayanti, N. R., & Arromal, F. (2024). *Teknologi Pendidikan*.
- Sunari, R., & Nurhayati, S. (2023). Community environmental education through a local knowledge-based learning program on plastic waste management. *Journal on Education*, 5(4), 13093–13099.
<https://doi.org/https://www.jonedu.org/index.php/joe/article/view/2310>
- Supiah, P., Noor, A. H., & Nurhayati, S. (2024). IMPROVING EQUIVALENCY EDUCATION PROGRAM PACKAGE C STUDENTS’ ENGLISH VOCABULARIES USING FLASHCARD MEDIA. *Empowerment: Jurnal Ilmiah Program Studi Pendidikan Luar Sekolah*, 13(1), 60–67.
- Syafrudin, E., & Nurhayati, S. (2020). Training of Pencak Art To Preserve Local Life in Youth Organization Kp. Andir Rt. 01 Rw. 15 Village Padalarang, West Bandung District. *Empowerment: Jurnal Ilmiah Program Studi Pendidikan Luar Sekolah*, 9(2), 216–223.
- Taufik, R., & Nurhayati, S. (2023). Character Education for Developing State Police School Students’ Bhayangkara Character Philosophy in the Society 5.0 Era. *Jurnal Paedagogy*, 10(4), 944–954.
- Wang, Z., Liu, J., Xu, N., Fan, C., Fan, Y., He, S., Jiao, L., & Ma, N. (2019). The role of indigenous knowledge in integrating scientific and indigenous knowledge for community-based disaster risk reduction: A case of Haikou Village in Ningxia, China. *International Journal of Disaster Risk Reduction*, 41, 101309.
<https://doi.org/10.1016/j.ijdrr.2019.101309>
- Yosfiani, N., & Nurhayati, S. (2023). Implementation of early childhood regional language (sundanese) learning through movement and song methods. *Hikmah: Jurnal Pendidikan Islam*, 12(2), 297–306.