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LEARNING COMMUNITY: A CASE STUDY OF TAMAN PENDIDIKAN MASYARAKAT TANYOE (TPMT), ACEH BESAR

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Abstract: *Taman Pendidikan Masyarakat Tanyoe (TPMT) becomes one of examples of how education is still progressing in the heart of rural community in Aceh Besar sub-district in Aceh Province. As learning community in rural area, TPMT faced some challenges in order to regain their existence in the midst of modern learning environment. This case study attempted to see how TPMT preserved their existence as learning community through some strategies in order to serve the community in Lambirah, Aceh Besar. The data were collected through observation, interview and documents. The findings revealed that there were two essential steps needed by TPMT to resolve the issues, namely maintaining the “active relationship” (based on the Social Capital principle); overcoming the issues related to the self and teaching development experienced by permanent and volunteered staff; and utilising the natural potency of Lambirah village and TPMT as the learning community to direct and gain attention from the local policy maker. This case study essentially shared a valuable lesson of being Social Capital actors to the renewal and sustainability of a community.*

Keywords : *TPMT, learning community, social capital.*

Abstrak: Taman Pendidikan Masyarakat Tanyoe (TPMT) menjadi salah satu contoh tentang bagaimana pendidikan masih tetap berlangsung di tengah daerah terpencil di Kabupaten Aceh Besar, provinsi Aceh. Sebagai sebuah komunitas belajar di daerah terpencil, TPMT menghadapi berbagai tantangan untuk memulihkan eksistensi mereka di tengah lingkungan pembelajaran yang modern. Studi kasus ini berupaya untuk melihat bagaimana TPMT mempertahankan eksistensi sebagai komunitas belajar melalui beberapa strategi agar dapat memberikan layanan bagi masyarakat di desa Lambirah, Aceh Besar. Data penelitian dikumpulkan melalui observasi, wawancara dan dokumen. Hasil dari penelitian ini menyebutkan bahwa terdapat dua Langkah penting yang diperlukan oleh TPMT untuk menyelesaikan beberapa permasalahan, diantaranya membentuk “hubungan active” (berdasarkan pada prinsip *social capital*); menyelesaikan masalah berdasarkan pengembangan diri dan pembelajaran yang dialami oleh staff; dan memanfaatkan potensi alam dari desa Lambirah dan TPMT sebagai komunitas pembelajaran untuk mengarahkan dan menarik perhatian dari pemerintah lokal. Studi kasus ini membagikan sebuah pelajaran yang berharga tentang menjadi pelaku *social capital* untuk pembaharuan dan keberlangsungan dari sebuah komunitas.

Kata kunci : *TPMT, learning community, social capital*

Education becomes the main foundation of life, especially for certain community or society that everlastingly need to be guided and preserved in

order to develop religion and nation. Taman Pendidikan Masyarakat Tanyoe (TPMT) is one of the inspiring models of learning community

located in rural area in Aceh province, Indonesia. TPMT is located in Aceh Besar Regency, specifically in Lambirah village which is categorised as one of the leading, rural, and outermost areas based on data from National Development Planning Agency (BAPPENAS) under The Ministry of National Development Planning of Indonesia in 2015. TPMT was initiated by local youth community called “Lambiwood Community” in June 2011 and later being supervised by of chief of Lambirah village and other essential figures such as The Regent of Aceh Besar, Head of Sukamakmur sub-district, Islamic Priests, and The Village Elderly.

The surveillance of TPMT involves many figures from village representation in order to acquire many different aspirations and opinions from varied aspects. Those different roles and positions coming to discuss the problems and initiate an innovation are strengthening the social network in this internal community. Pendidikan Masyarakat Tanyoe (TPMT) was the result of the re-development of Village Library which firstly functioned as a camp activist of Community-Based Integrated Child Protection. In operating its function as learning community in rural area, TPMT is organised by permanent staff and voluntary teachers and coordinated by Husnul Khatimah Adnan (Imah). The work program of TPMT is designed into three main programs, those are weekly program (short term program), monthly program, and annual program (long term program). Through those programs, TPMT contributes to the developmental process in improvement of reading interest for villager, the

ability development, skill, creativity, and the quality of children’s education, by providing the free access learning from the role of library.

Geographically, TPMT is located in a tropical area and supportive natural condition make the people in Aceh Regency feel the harmony of living in a quite environment. The soil fertility in almost whole land makes Lambirah village surrounded by plantations and paddy fields. This condition has been benefited by local people to live their life for ages. Therefore, the main local produce of Lambirah village covers vegetables, grains, several tropical fruits, eggs, and meats. This natural condition becomes a good support for people involved in many stratum in Lambirah village, especially for TPMT. Moreover, Lambirah villagers are known as hard-working people, highly respectful of village customary law, and are known to be obedient in carrying out religious orders. All the issues are solved through discussion and mutual cooperation. The awareness of social role reflected and owned by the member of community would positively carry the successful communication and could complement each other, in strengths and weaknesses (Saepudin & Mulyono, 2019). The initiation of TPMT as the village library was getting the positive reaction from all the society. Therefore, all those circumstances above become the strengths points of TPMT.

However, there are several weaknesses that have been identified in the previous Case Study, namely the access to reach the TPMT location, the limited teaching staff, and the most importantly, the sources of material support to preserve the

sustainability of TPMT in the future. The first issue, TPMT is located in rural regency which requires 30 minutes to reach the downtown area of Banda Aceh. This will make the visitors and volunteered teaching staff whom coming from municipal area difficult to reach TPMT efficiently.

Moreover, the dilapidated physical condition of the main road as the main access to reach TPMT worsen the situation. The second problem is the lack of permanent staff. TPMT is a voluntarily-based community, in which most of the teaching staff work temporarily. TPMT actually employs several staff coming from Lambirah and neighbored villages to accommodate and maintain the work program, but practically in maintaining teaching activity, TPMT is still dependent to the volunteered teachers. The temporary teachers may inhibit the effective work of TPMT.

The third problem is, TPMT seems difficult to earn the financial aid or material support to accommodate and provide the learning activity for children and villagers of Lambirah village. As the village library, TPMT has several books collection for many levels of ages and categories. However, those collections are still insufficient to be intensively consumed by whole villagers. Furthermore, TPMT has limited physical classrooms and also limited equipment for learning, sports, and arts. Occasionally, teaching learning process takes place outdoor because TPMT has limited space and land to build additional classroom and because of damaged classrooms. This study aims to critically discuss the ideas and possible strategies to develop and guarantee the sustainability of TPMT as learning

community that can contribute positively to the society living in rural areas of Indonesia.

LITERATURE REVIEW

The Learning Community

Nowadays, the sense of education could be triggered by the changes happened in a community. According to a report conducted by NIACE (The National Institute of Adult and Continuing Education, England and Wales, 2012:10), learning community was defined as a broad range of learning that brings together adults, often of different ages and backgrounds, to pursue an interest, address a need, acquire a new skill, become healthier or learn how to support their children. This kind of learning, usually unaccredited, is an important part of the wider learning continuum. It can be undertaken for its own sake or as a step towards other learning/training.

Learning community is also terminologically recognised as community education. Community itself reflects the variety of human's characteristics and background. Simply, Ojuola (2015) defined community education as the willingness of involved members in certain communities toward the improved social changes through education promotion. Additionally, according to Ardiwinata and Mulyono (2018), community education basically provides the opportunity for the community to access any forms of educational purposes in various levels of education needed by the members of community in order to move forward and show the positive progress.

From series of previous studies related to the objectives of educational process held in formal,

informal and non-formal education, it could be presumed that the goals of community education (also known as public education) are: (1) building learning process that aims to enrich the quality of personal and social life; (2) establishing the partnership opportunity to expand the collaboration among communities based on their potential; (3) allowing the community to build action and reflection towards the development of existing social potential; (4) developing the self-reliance in the development undertaken to improve the quality of life (Ardiwinata & Mulyono, 2018).

Certainly, in reaching the objectives, the community could implement distinguished methods, techniques and process. Sun (2022) believed that in ensuring the sustainability of community education, there should be a more standardised curriculum that could provide rich and high quality of learning resources for lifelong learning, so that it could gradually the positive connotation of community education. Similarly, Zhong (2021) formulated what it was called as the community education platform encompassing several methods to execute a community education, namely educational curriculum, community library, thematic activities and management centre.

Naturally, the concept of community learning is associated with the definition of education which was as an effort that is consciously planned by the learners to create the learning atmosphere. Then, the learning atmosphere would trigger the creation of learning process, and it results to formation of students' characteristics which are noble, religious, intelligent and skilful. All of those are eventually

needed for the learners themselves and for their community.

Certainly, learning and community bring advantages back and forth. Learning community which is purposively designed for educational goals carried out within or outside the formal classroom certainly brings to the benefits, namely enhanced students' learning engagement, improved academic performance and self-development (Zhao and Kuh, 2004; Brownell & Swaner, 2010). For the community, this collaboration would bring the socially positive changes and community development.

However, the implementation of this integration might face many challenges and difficulties in reaching the goals. Kilpatrick, Johns & Mulford (2010) believed that one of the biggest challenges to maintain the learning process to be still existed is preserving the continuity and sustainability. In this study, the target and context of learning community would be described as in the remote and isolated area. Inevitably, the lack of knowledge and skills of members in an organisation which drives the learning process is the main impacting factor (Adeniyi & Aderogba, 2019). The knowledge and skills could be broadly interpreted including the self-development ability, management skill, ability to establish sustainable programs and the networking ability.

Moreover, the findings of study from Halimah et. al. (2021) could represent the general challenges experienced by the community located in rural area in preserving the effort to maintain the learning, namely the unsupported infrastructures; imbalanced and unpredictable social relationships;

economic and the level of education itself. Besides, nowadays, members' familiarity towards the use of advanced technology integrated into activities in organisation could not be simply ignored.

This certainly would leave countless "homework" for educators, community members and even for the local policy makers. The suggested strategies would be furtherly discussed in the section of finding and discussion of this study.

METHOD

This study is categorized as case study where the researcher aimed to describe phenomena at TPMT as learning community in Lambirah (rural area). According to Creswell (2009), case study is one of approaches used in qualitative study. Case study is carried out by allowing researcher to explore deeply certain phenomenon occurred in certain group of people or community in certain period of time.

The data collection techniques were done through observation, in-depth interview and document study. Observation was done by the researcher during his volunteered period at TPMT for almost two years. In-depth interview was necessarily conducted with the founder and some of permanent staff of TPMT. A typical case study often combines observation and interview to gain deeper understanding of situation and condition of one certain community (Merriam, 2009). Document study was done by collecting some information related to the legal status, vision and mission and programs done by TPMT throughout the years.

RESULT AND DISCUSSION

From data collection process through observation, interview and document study, there were some findings that could be outlined in this section.

The suggested strategies will be supported by the factual evidence and programs (short and long term) run by TPMT, and the sources and evidences of this case study were based on the writer's experience during his role as the volunteered teaching staff in TPMT for about two years.

Maintaining the "Active Relationship" (based on the Social Capital principle) to promote the existence of TPMT as the learning community.

A community basically should maintain a communication between one and another, both internally and externally. Internally, Taman Pendidikan Masyarakat Tanyoe (TPMT) establish a communication among Lambirah villagers where TPMT located. Internal relationship consists of discussion and deliberation to resolve the internal issues. Usually, this internal deliberation is multiply interwoven involving villagers from different backgrounds, professions and roles, discussing the daily routine. For instances, TPMT has involved many young people in Lambirah village to participate in certain activities, such as sports competitions, mutual cooperation in traditional and religious ceremonies, and other social activities. This becomes a good modal to keep the dialogue persisted in the society as the technique communication tools to solve the problems (Lane & Dorfman, 1997).

In addition to that, internally, TPMT

absolutely also requires an integrated communication among the staff in discussing the work program and certain agenda. In this case, TPMT along with the board of management hold a meeting weekly, monthly, and annually, to do the evaluation of previous activity and also staff performance.

Nevertheless, that kind of relationship above is theoretically defined by Lane and Dorfman (1997) as *Passive Relationship*, in which argued that passive relationship is an important factor for a community, but it cannot make a community strongly adapt and respond to external changes. Therefore, it is essential for TPMT to broaden the network externally. Lane and Dorfman (1997) also added that by creating the mobile and broad network externally, a community is exhibiting an *Active Relationship*, in which later have the potential to sustain the action and renewal of that community.

In addition to that, in making the whole active relationship come into fruition, the social capital principle is a very base principle. According to Putnam (1993), Social Capital is the stock of social trust, and network that people can draw to solve common problem. Cortes (1993) used the term Social Capital to measure of the people's sacrifice to build collaborative time amongst all parent to their children, attention given from and for neighbour to each other. By considering the essentiality of Social Capital principle in rural community, Lane and Dorfman (1997) concluded that Rural communities have the potential to build the trust, norms of reciprocity, and autonomy that can overcome the individualism and therapeutic

ideology that exists while simultaneously uniting motivated individuals and building a community capable of recognizing and utilizing both external and internal resources.

Maintaining a mutualism symbiotic with external organisations

In this case, TPMT has showed the sufficient examples of active relationship. Few members of TPMT, including Imah as the TPMT director, studied in one of the universities in downtown area, Banda Aceh and involved in many non-academic activities with many organisations. Through those activities, Imah invited and persuades some people to visit and establish the cooperation and mutual relationship with TPMT. TPMT for several times had been cooperated with Aceh Red Cross in blood donor activity which involves many Lambirah villagers. Through this strategy, people coming from other regency and other province may know the existence of TPMT in the middle of rural areas. Hopefully. By getting to know more about TPMT, those people may share and contribute actively for social interests which can benefit TPMT.

Moreover, the researcher personally has been volunteering as one of the English teachers in TPMT for about two years. She was Imah's friend in English Department of State Islamic State University of Ar-Raniry. She saw Imah as the clever and independent woman. In several times, we have cooperated with non-governmental organisations which focus on social issues and rurality. They successfully invited one of the foundations funded by Japanese government to collaborate in overcoming the clean water,

sanitation system, and other environmental issues in rural areas. Moreover, TPMT have become a supportive and potential research object conducted by international researchers. This kind of cooperation will be mutually beneficial for both researcher and TPMT itself. Positively, many families in Lambirah village are assisted by health equipment, clean water channels, and importantly the knowledge of living in healthier ways. Thus, the activity sequences above will be considered as a long-term program that brings a lifelong benefit for TPMT to preserve its existence.

Utilising the role of website and social media

Furthermore, maintaining a communication can also be supported by the technology. The advancement of technology such as the internet, can be modern way of finding information. The use of website, blog, and other social media applications are the effective way of drawing the attention from outside circles across region and provinces. Regardless the fact that most rural areas in Aceh province are not facilitated well by the internet networking, Imah along with staff of TPMT, still can harness their mobile hotspot or look for the wireless internet connection in campus and certain places that are already supported by wireless internet connection to establish and design the website and blog for TPMT. So far, TPMT have been operating one website (www.tpmntanyoe.org) and one blog (tpmntanyoe.blogspot.com). These two online media are very essential media to promote the existence of TPMT. Generally, the content of the website and blog consists of the vision and mission of TPMT, the information which are related to the activity and program held recently, and also publish certain

updated information related to the inspiring figure, TPMT monthly achievement, and so forth. Furthermore, the TPMT website is also available in English version, hoping that this website can be accessed by many people across countries.

Ironically, Lambirah village where TPMT is located, is not well supported by internet connection. These circumstances should be the attention for local government. Inevitably, internet nowadays is the massive influential factor that can affect the successful movement of certain community. Internet can be useful tool to the information interchanges, locally and inter-locally and reflect the digital literacy of certain society. A variety of network effects will drive economic self-sustainability of rural Internet. The number of Internet users overall, and particularly those in rural areas and developing nations, are an important factor in its sustainability—not only because they will pay user fees, but because of their effect on others (Best & Maclay, 2002). According to Peter Senge's videos (You tube, 2011), mentioning about the first principle which describes the mobilization through the creativity. I personally think that the way TPMT designs and operates the websites and blogs is reflecting the creativity that can picture a successful and modern civilization.

Overcoming the issues related to the lack of permanent staff and dependency toward volunteered staff

The strength and sustainability of a community like TPMT are depending on the dedication of its administrator. TPMT can be regarded as a volunteer-based community, where most of its member and staff were unpaid and

appointed voluntarily by the board management. This becomes the main challenge for TPMT to embrace more volunteers and guarantee the availability of dedicated and committed staff. The dependency toward volunteered staff may inhibit the sustainability of TPMT for many years ahead. TPMT should empower the youth potential as the future generation that can lead TPMT to be a better learning community serving the rural society.

Creating a training and development program for youth in Lambirah village

There are several factors that affect the dedication and commitment of member and staff of TPMT, such as pursuing their education, marriage, migration, and work relocation. Therefore, recruiting and nominating the next cadres are the possible way to overcome the circumstances above. Imah as the director of TPMT had maintained the integrated nomination program to select and recruit the potential figure that can replace the previous staff. This program had done periodically at the end of each year. TPMT hopefully could hold the training and developmental program that can give the understanding for young people in Lambirah about leadership, education, management, and knowledge about social science through organisations. There are two ways to hold the training or development program for young people in Lambirah.

First, it can be done by formal training program for example, holding the seminar and workshop. Through seminar, TPMT can invite the experts of leadership or management as the keynote speakers. In order to hold an exciting and

interesting seminar, it is suggested that the speakers should engage contextually with children and other youth in Lambirah. The training programs should be locally developed context specific and culturally relevant; it is also crucial that young people and their families are involved in the planning and development of youth programs to ensure that activities are locally driven and not externally imposed (Lopes, Flouris & Lindeman 2013, p.58). The formal seminar is not simply done only by sharing session or communicative talk show, but the agenda should add several activities that can foster the youth's interests about education and leadership management. The activities should represent the needs of many young people, for instance, TPMT may hold the adventurous and fun trip to the museum, hiking and camping, military based game, watching theatre, and so forth (Lopes, Flouris & Lindeman 2013, p.57). The program should be available at different time, such as after school time, in the evening, weekends, and during school holidays (Lopes, Flouris, & Lindeman, 2013).

Those kinds of activities will extensively and simultaneously stimulate the sub-consciousness of youth about leadership values. Practically, I personally along with other friends in TPMT experienced of becoming the committee of doing the training and skill development programs. We invited many motivators, entrepreneurs, businessmen, and other social activists that can encourage and motivate children in Lambirah village to lead and become the valuable assets for Lambirah and rural community.

Harnessing TPMT as a cooperated place for Internship Teaching Program and Community Service Program

The notion of relationship may be applied in varied way. A certain community has its own characteristics which can be mutually benefited with schools or other academic institutions. TPMT as a learning community embrace all villagers provide lifelong learning in rural society. Children in Lambirah village mostly are taught by volunteered teaching staff with varied subjects, such as Math, Science, English, Arabic Language and Arts. The volunteered teachers are scheduled to teach the children few times a week, depending on the availability of the volunteered teaching staff. The role of volunteered teaching staff is very important in TPMT weekly program. TPMT is challenged to consistently hire and make sure that the stock of volunteered teaching staff is not zero. Therefore, in answering that challenge, TPMT should cooperatively build the partnership with other schools or other educational institutions. Bauch (2002) stated that through school-community partnership, the development of social construction can promote a real action and that kind of partnership is built upon mutual trust and relationships that promote agency within a community for the development of common good.

Therefore, TPMT is well-described as an informal school located in rural area. This condition can be an advantage to recreate TPMT as a place for internship program and community services program. The aim of this strategy is to maintain a partnership amongst urban universities, especially in Banda Aceh as the municipal area. The Internship Teaching Program is expectedly

served by the students coming from Faculty of Teacher Training and Faculty of Agriculture. These two faculties are intentionally persuaded to establish the partnership as these two factors (education and agriculture) are the aspects which can be maximized by the students to successfully practice their knowledge and enrich their experience. The assistance of internship students teaching in rural school such as in Lambirah village will empower and add the human resources in schools. The internship students hopefully can encourage and motivate the children in primary and secondary school to study hard through innovative and inspiring teaching methods. Moreover, TPMT in this case is expectedly able to resolve the problem related to the limited teaching staff. By providing the supportive environment for internship students, TPMT can earn more staff to teach children in Lambirah village in several periods. The presence of students forms many faculties will be a remarkable innovation which invite the enthusiasm of children and local people. Meanwhile, internship students will gain their experience of teaching in rural community and embracing social phenomena occurring in rural society.

In addition to that, academically, Community Service Program or also popularly called as Student Study Service (KKN = Kuliah Kerja Nyata) has been integrated into higher education curriculum in Indonesian universities since 1973. Krisnawati (2009) explained that KKN or Student Study Service practically is a concept of linking academic study with the practical experience of community service. The aim of KKN is to share students' knowledge and help local community to

improve their lives and motivate the local people toward self-development. Through this cooperated program, TPMT and Lambirah village as the outer part of the community can feel several benefits.

First of all, Community Service Program initiated by students and supervised by university will carry certain program which should be accomplished for about 60 days. The program is aimed to the rehabilitation and reconstruction of the physical facilities of village, such as Gate for the Village, the village nameplate, schools, irrigation system, community health services, signposts, and the damaged roads. Designing and remaking the signposts are very important to provide the clear direction for outsiders and visitor visiting the village. Moreover, the fixation of damaged road will ease people to access the location of TPMT and other neighboured villages. Generally, in succeeding this program, students will be assisted by the villagers through mutual cooperation. The realization of this program is fully funded by the universities.

Secondly, the Community Service Program or KKN is not just providing the physical aids through rehabilitation and reconstruction, but the program somehow is very important in motivating local people to do the renewal program, one of them by providing moral assistance through social activities. In this case, TPMT plays the important role in providing space and place for students to start their social activities. Students can teach children of Lambirah with several subject, such as Sciences, Maths, English, Arabic and Religion subject. Students along with staff of TPMT can also maintain a seminar and workshop related to

the skill improvement of local society, such as arts workshop, seminar about sanitation, eco-friendly program, cultivation program and so forth.

Utilising the natural potency of Lambirah village and TPMT as the learning community to direct and gain the attention from the policy maker

In order to accomplish all the suggested programs above, TPMT as the learning community and Lambirah as one of the villages contributing in whole regency should maintain coordination with the established policy or upcoming policy with the government. Indeed, the sustainability of certain community in rural areas should require the co-operation with local government policy. The cooperation and realization project can be maintained by optimally benefiting the natural potential of Lambirah village into the business approach and absolutely is based on social capital principal. According to Yamauchi (2015), the revitalization of rural community can be directed to the local business policy by covering several points, those are value-adding to local products, develop and utilize the renewable energy, improve networks between community, promote green tourism, and develop the home industrial business.

Responding the argument from Yamauchi, in Lambirah village, there are hectares of rice fields, crop planting and cattle raising. Rice, corn, tobacco, clove, cane, sago, pepper and cacao are main source of plants cultivated by farmers or gardeners in Sukamakmur. Moreover, cows, buffalos and lambs are common kinds of livestock for some people in Sukamakmur and generally in all sub-districts in Aceh Besar Regency.

Through that circumstances, local government and central government can subsidize the self-sufficiency in rice and increase rice supply and other crops to increase the country's foreign exchange as well as the supply of meat and egg to compete with other markets regionally. Generally speaking, Lambirah along with TPMT as the agent of change can apply the fresh and creative renewal ways to the community. According to Peter Senge's (2011) *Systems Thinking*, he said that we cannot use the word sustainability too much because we can't expect a lot of changes but the things that really have to use is to create the pictures ideas and alternatives that are more attractive.

CONCLUSION AND SUGGESTION

Conclusion

Taman Pendidikan Masyarakat Tanyoe (TPMT) expectedly can be a role model of learning community serving and inspiring the rural society in Indonesia. In order to preserve its existence, there are several strategies that need to be focused on:

Firstly, External Connection is one of the influential strategies to maintain an active and beneficial relationship for TPMT. Through this relationship, TPMT establishes the cooperation with several organisations internationally, and later can be mutually benefited.

Secondly, maximising the function of website and blog to promote the existence of TPMT as the learning community in rural areas is considered as the fresh and creative way. The website and blog can be an effective source to spread the information related to the updated activities held

by TPMT, and hopefully attract the attention from outside factors at once.

Thirdly, holding the training and development program to recruit and select the next cadre and future management of TPMT. This development program is hold by staging the seminar and workshop related to the leadership values, management, and social science. Furthermore, by maintaining the school and educational community partnership, the issues related to the limited volunteered teaching staff can be solved. TPMT can suit as the place for internship teaching and social activities for students coming from certain academic faculties.

Additionally, the other problem of physical facilities can be reduced by this mutual cooperation. The most important is how the natural potential of Lambirah can be a good asset for local policy maker to maintain the mutual business which later can promote the existence of Lambirah, especially TPMT as the learning community serving the rural society. Then we can talk about the fund and support that can guarantee the renewal and sustainability of TPMT.

Finally, answering all those issues, the sustainability and the renewal of rural community, especially Taman Pendidikan Masyarakat Tanyoe (TPMT) is driven by the creative and aspirational activities. Instead of imagining the challenges and being afraid caused by several issues, people in rural society better to keep the commitment, the sense of creativity, functional mobilization, and visionary alternative to picture the future needs. The most important thing, this Case Study share a valuable lesson of being Social Capital actor to the renewal and sustainability of a community. A

sustainable community renewal process must be able to align community action necessary to adapt to changes with the internal values and culture that define that community.

Suggestion

According to the conclusion drawn above, it is highly suggested that in preserving the existence of learning community at rural areas, it requires a massive involvement of many actors, including local policy makers, locals, volunteered staff and the member of the community itself. By maintaining a solid communication amongst those figures, the possibility to create and develop programs and activities could sustain and guarantee longer continuity of the learning community.

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