

## Inclusive Quality Education in Rural Areas: A Case Study of Ledug Pintar

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### ABSTRACT

**Purpose** – This study explores how inclusive quality education can be realized in rural areas through a grassroots edupreneurship model. It addresses a gap in current literature by examining how community-led educational initiatives can offer equitable and sustainable learning alternatives outside formal systems in underserved regions.

**Method** – A qualitative case study was conducted in Ledug Village, Banyumas Regency, utilizing participatory observation, in-depth interviews, and document analysis. Data were analyzed using the Miles and Huberman framework, involving data condensation, display, and conclusion drawing.

**Findings** – The Ledug Pintar initiative presents a model of inclusive and flexible learning that accommodates children, youth, and elderly learners in a rural context. By merging educational goals with community-based social entrepreneurship, it provides affordable and accessible services that promote inclusive education at the village level. Key strengths include youth leadership, local relevance, and intergenerational access to learning.

**Research Implications** – This study highlights the potential of community-driven approaches to achieving inclusive quality education in rural areas. It suggests practical implications for local governments and NGOs to support similar models in other underserved contexts. However, findings remain context-bound, and further research is required to evaluate transferability and long-term outcomes.

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## Introduction

Equitable and high-quality education is essential for human and societal development. However, education inequality and access between urban and rural areas still face challenges that have not been comprehensively resolved in Indonesia (Rada Anjelina, 2025). According to BPS (2024), only 58% of rural school-age children regularly access supplemental educational services, compared to 84% in urban areas. These gaps are caused by inadequate infrastructure, limited teaching personnel, outdated curricula, and the high cost of education (Edison & Andriansyah, 2023). This disparity poses a serious challenge in realizing equitable and inclusive education.

This condition encourages the birth of various initiatives from the community, one of which is by establishing the Ledug Pintar educational institution. The institution is a tutoring institution located in Ledug Village, Banyumas Regency, Central Java. This institution symbolizes the revival of village education that is managed independently by young educators with the spirit of edupreneurship. Its presence not only bridges the limitations of formal education facilities, but also answers the needs of the community through affordable, flexible and inclusive education services (Juniarty, 2024).

Edupreneurship refers to the integration of educational values and entrepreneurial strategies to address real-world learning challenges. It is not merely about financial sustainability, but about promoting social change through educational innovation combination of the words education and entrepreneurship. Literally, edupreneurship means entrepreneurship. (Mardiah Astuti, 2021; Thayyibi & Subiyantoro, 2022). In this context, Ledug Pintar represents a localized, non-profit application of edupreneurship, where young volunteers organize learning services that are inclusive, adaptive, and community-centered.

This smart ledug institution is a form of edupreneurship that is not only oriented towards financial gain for its managers, but an effort to form inclusive education in rural areas, as well as presenting positive social impacts through the world of education for the community. As well as a means to empower the community, shape the character of students, and foster independence and virtues. This is in line with the research results of Rohmah et al., (2021), which shows that the integration of entrepreneurship education and tawhid education at Khalifah Kindergarten Yogyakarta is able to instill spirituality-based entrepreneurial values from an early age. With this approach, an entrepreneurship education figure is born who prioritizes spiritual values in his personal life, and is committed to providing tangible benefits to the surrounding community.

This principle is in line with the vision and mission carried by Ledug Pintar. edupreneurship has a mission to improve the quality of education and make it affordable for all people, regardless of their economic or geographical background (Kurniawati, Asih Budi, 2024). Thus, Ledug Pintar becomes a concrete example of how entrepreneurial

strategies can be collaborated with the vision of empowering rural communities through education that is innovative, adaptive, and relevant to the needs of the surrounding community.

This research is grounded in two main theoretical perspectives, namely edupreneurship and inclusive education. Edupreneurship, according to Astuti (2021), is the integration of educational values with entrepreneurial strategies to address real-world learning challenges. This approach emphasizes innovation, sustainability and social impact in educational practices. Meanwhile, inclusive education refers to the practice of providing equitable learning opportunities for all individuals, regardless of age, background or ability (Budianto, 2023). This principle supports lifelong learning and adaptation to the needs of diverse learners. These two frameworks are used to analyze Ledug Pintar as a grassroots initiative that combines educational empowerment and community-based entrepreneurship in rural areas.

Several previous studies have discussed edupreneurship in various contexts. Research conducted by Novita & Nuriadin (2023) explains how edupreneurship is implemented through teaching factory and business center programs in SMK, which aim to foster an entrepreneurial spirit in students. In addition, Arif (2024) also examines the role of the principal as an edupreneur leader, who is able to bring change through a servant leadership style and involve many parties.

Melinda Siregar (2024) studied the satisfaction of students in tutoring institutions in the city, which is influenced by the quality of facilities, tutors, and costs. On the other hand, Asrida et al. (2023) discusses how edupreneurship was developed in Apuan village, Bali, by involving young people and elementary school students to get to know the potential of the village and local wisdom. The goal is to foster a spirit of entrepreneurship that is in accordance with village conditions. Another study by Bali et al. (2021) provided training in making digital learning media to Madrasah Ibtidaiyah teachers in the village. This training aims to increase teacher creativity and provide alternative technology-based learning media.

However, most of these studies focus on formal schools or externally initiated training programs. Little attention has been given to bottom-up, youth-driven edupreneurship models developed organically within village communities. This is the research gap that this study wants to answer, which is to examine how the edupreneurship model in the Ledug Pintar institution can be a real example of educational development managed directly by the youth of Ledug Village, who have a spirit of creativity, independence, and can adjust to the needs and conditions of the village.

As explained by Chambers in Anholt (2001), the community-based development approach involves local people as the main actors in creating and running public services,

including education. We believe that community-supported education programs such as Ledug Pintar are concrete examples of this approach. This approach is important to be researched further, as it has the ability to create an empowerment model that suits the conditions of rural communities (Diatmika et al., 2022).

Thus, this study aims to analyze and describe how inclusive quality education can be developed in rural areas through the edupreneurship model applied by Ledug Pintar. The main focus includes the institution's inclusive learning strategies, adaptive operational practices, and sustainability efforts, as well as the potential for replicating this model in other rural settings by adjusting to local community characteristics.

This article is structured into several sections: introduction, methodology, findings and discussion, and conclusion. It seeks to offer both empirical insights and conceptual reflections. The study contributes to academic discourse on inclusive education and grassroots edupreneurship by illustrating how youth-led initiatives can build sustainable, community-based learning services in rural areas.

## Methods

The researcher used qualitative research with a case study approach. Specifically, this study employed an intrinsic case study design, focusing on Ledug Pintar as a unique and context-specific example of grassroots edupreneurship in a rural setting. This approach was chosen because the researcher explores in depth and thoroughly the dynamics, practices, and management strategies of the Ledug Pintar Institute as a representation of edupreneurship in a rural environment (Bado, 2021). The researcher positioned themselves as a participant observer, actively engaging with institutional stakeholders and activities to gain a contextual and immersive understanding of the educational and managerial dynamics.

The research was conducted in March 2025, located in Ledug Village, Kembaran District, Banyumas Regency, Central Java. The research subjects consisted of the managers of the Ledug Pintar institution, which included the main managers and educators. The technique of taking this subject uses purposive sampling, which is the selection of informants who are considered to know best and are directly involved in the dynamics of the institution (Hasibuan et al., 2022).

Data collection techniques were carried out through direct observation of learning and managerial activities, in-depth interviews with managers and educators, and documentation in the form of field notes, photos of activities, and digital promotional materials of the institution.

The data that has been collected is then analyzed using the Miles and Huberman theoretical approach (Abdussamad, 2021), including three main stages, including:

1. Data condensation, conducted to filter and summarize all important information according to field data, through observations, interviews, and documentation, which are focused on key themes such as learning strategies, service inclusiveness, operational systems, and institutional challenges at the Ledug Pintar Institute.
2. Presentation of data, presenting and describing the data or information obtained systematically, so that researchers can see the relationship between the aspects studied, for example the relationship between managerial strategies and expanding access to education for villagers.
3. Drawing conclusions is done to conclude all the information that has been analyzed (Sandu Siyoto, 2015).

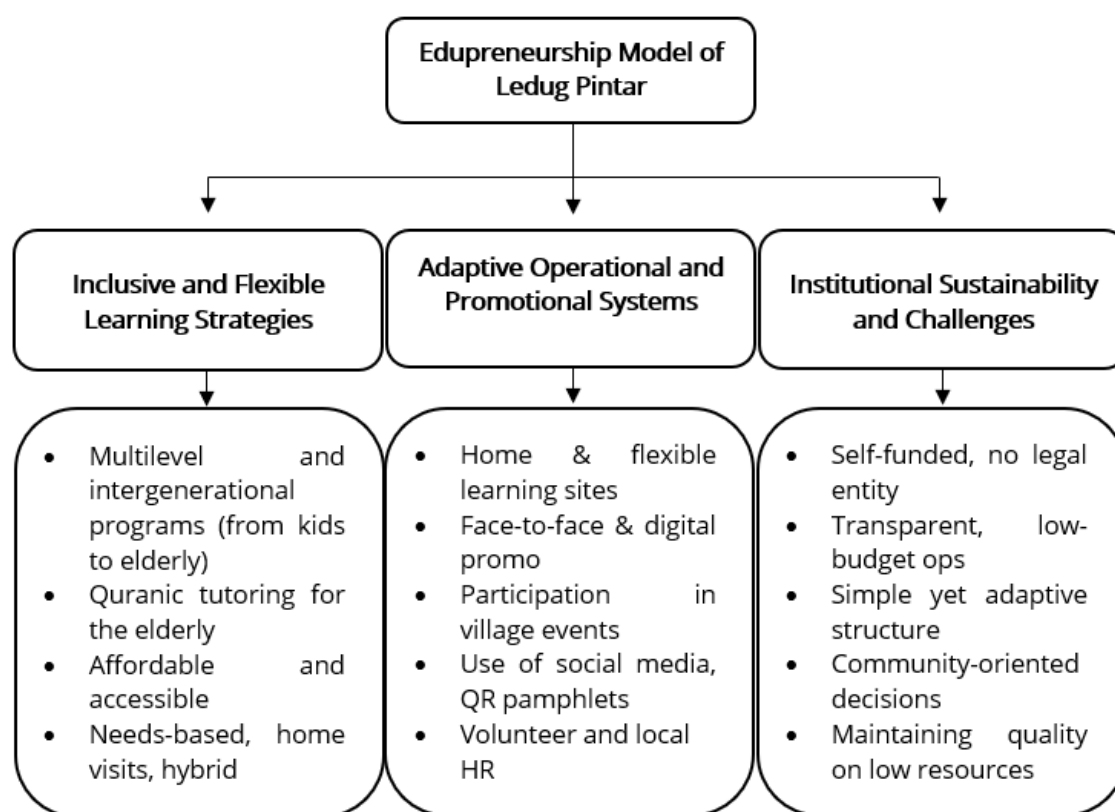
To ensure the credibility and trustworthiness of the data, the researcher used source and technique triangulation by comparing observation results, interview transcripts, and institutional documentation. Member checking was also conducted by confirming key findings with the main informants. Ethical procedures were strictly followed throughout the research process. All participants were informed about the purpose of the study and gave their voluntary consent prior to the interviews and observations. Their identities were kept confidential, and they were given the right to withdraw at any stage without any consequences.

This stage of analysis helps researchers gain a full and in-depth understanding of how edupreneurship practices in Ledug Pintar institutions contribute to the development of inclusive and quality education, especially in rural environments. Thus, this research is expected to provide a comprehensive and in-depth picture of how edupreneurship practices can grow and have a real impact in rural communities.

## Result

This study identified three major themes as key findings: Inclusive and Flexible Learning Strategies, Adaptive Operational and Promotional Systems, and Institutional Sustainability and Challenges. These themes are synthesized below to illustrate how the edupreneurship model of Ledug Pintar contributes to achieving inclusive and quality education in rural areas.

Based on field observation and interviews conducted in March 2025, Ledug Pintar is a non-formal education institution that was officially launched in January 2025 in Ledug Village, Banyumas Regency, Central Java. Although it was formally established recently, its learning activities and informal services had already been running in a limited scope for about a year prior to the official launch. Despite its relatively recent formalization, the institution has shown rapid development, offering educational services across levels from early childhood to university students. These include literacy and numeracy (calistung), mathematics, Arabic, English, science, and academic consultation for university students.



**Figure 1.** Visual synthesis of the three key themes in the edupreneurship model of Ledug Pintar (based on field data, March 2025)

### 1. Inclusive and Flexible Learning Strategies

One of the institution's key strengths lies in its inclusive approach, providing educational access to all age groups, including children, adolescents, and the elderly. This inclusive model is most evident in the Quranic tutoring program for senior learners, which removes age-based barriers to education and supports lifelong learning. Its strategies are adapted to learners' needs, ranging from home-based face-to-face sessions to digital media use for promotion and communication (Yustitia et al., 2024).

Data shows that the establishment of Ledug Pintar was motivated by the community's need for affordable additional education services: *"We see that many people want to send their children to tutoring, but most of the tutors charge quite expensive prices. This is the background of the establishment of Ledug Pintar, so that the services provided can be reached by all people."* (P01, male, 25 years old, Manager).

Ledug Pintar also has a uniqueness that is not found in other tutoring centers, which is that it provides services for the adult and elderly age groups, especially through the Quranic tutoring program. *"Here we also open a Quran program for parents and elderly people who want to learn from scratch."* (P01, male, 25 years old, Manager). This service is a concrete form of inclusive education that does not limit learners based on age or previous educational background. Ledug Pintar also shows that equitable education does



not always have to be formal, but can be realized flexibly, affordable by various groups, and according to the needs of the surrounding community.

## 2. Adaptive Operational and Promotional Systems

In terms of operations, Ledug Pintar runs a flexible learning model, where learning activities can be carried out at the manager's house, or tentors who come to the students' homes, depending on the initial agreement. This model not only facilitates access, but also forms a closer relationship between teachers, learners, and their families. As one of the Ledug Pintar managers said during the interview: *"We as managers certainly provide a variety of learning services whose implementation time is flexible and according to the wishes of the learners, either at the manager's house or at the learner's house"* (P01, male, 25 years old, Manager).

While the majority of learners are able to follow the learning system well, there are difficulties in digital adaptation among the elderly. *"There are some mothers who are not used to using cellphones or joining Zoom, so we make more visits to their homes"* (P02, Female, 23 years old, Educator). In terms of human resources, Ledug Pintar is supported by various professional lecturers with master's degree backgrounds who are highly committed to teaching quality. The available facilities include comfortable learning spaces, prayer rooms, clean toilets, and an adequate parking area. This supports a more enjoyable learning environment.

This makes students who study at the institution can enjoy more comfortable learning. As stated by one of the Ledug Pintar educators during the interview: *"Since we have a goal to provide comfortable learning, we provide a spacious room with various facilities that can be accessed by students to be used in learning"* (P01, male, 25 years old, Manager). In the marketing aspect, Ledug Pintar uses two strategies, namely conventional and digital-based. Activities such as flash Islamic boarding school during Ramadhan are used to get closer and promote the various services available to the community.

*"Ledug Pintar also always participates in religious activities in this village, such as flash Islamic boarding school in Ramadhan, as a means of introducing this institution to the community"* (P01, male, 25 years old, Manager). Meanwhile, digital promotion is carried out through social media such as Instagram (ledugpintar.id), Facebook (Ledug Pinter Id), and the official website which can be accessed through the QR code listed on the promotional pamphlet. These strategies reflect the institution's adaptive efforts in reaching a wider community and enhancing its educational outreach.

## 3. Institutional Sustainability and Challenges

From the institutional point of view, Ledug Pintar has no official legal entity and is fully managed independently by the managers and teachers. While this enables operational flexibility, it also poses challenges in terms of long-term accountability, limited access to formal partnerships, and financial sustainability. However, these limitations do

not hinder their professionalism in providing a variety of quality services, according to the needs of students. Meanwhile, from the financial system that is run, it can be done efficiently and transparently, with funding coming from internal self-help. *"We are still running independently, no investors yet, but insha'Allah it is enough to cover operational costs"*(P02, Female, 23 years old, Educator).

Despite lacking formal legal status and external funding, Ledug Pintar demonstrates a strong spirit of financial independence and social dedication. The management team remains committed to sustaining the institution through internal efforts, while recognizing the importance of establishing a more structured legal and financial foundation to ensure long-term sustainability and accountability.

In terms of organizational structure, this institution has a relatively simple but adaptive organizational structure, with a clear division of roles between managers and teaching staff. Strategic decisions are made responsively, based on the needs of the learners and the dynamics of the village community, especially Ledug village. The main challenge faced at the moment is to maintain the enthusiasm of the teachers and maintain the quality of services for students in the midst of limited resources in Ledug Pintar.

## Discussion

The results show that Ledug Pintar presents educational innovation as an alternative form of creating quality education for rural communities. The following discussion outlines three main aspects of the Ledug Pintar institution, including the edupreneurship approach in education, the learning inclusiveness strategy, and the sustainability and independence of the institution. These three aspects are the main keys in answering the challenges of education in rural areas which geographically and socio-economically tend to be less considered.

### 1. Edupreneurship as a Solution for Inclusive Education in Rural Areas

The results show that Ledug Pintar is an educational institution that successfully implements a community-based edupreneurship model, with the aim to answer the educational needs of rural communities contextually. In this case, edupreneurship is not only about innovation in education services, but also as an effort to overcome existing problems in rural areas, such as expensive tutoring fees, lack of access to non-formal education, and lack of learning approaches that are different from those in urban areas (Haq, 2021). By establishing this tutoring institution, the manager of Ledug Pintar has proven that entrepreneurial values can be implemented collaboratively and solutively in the education sector, in order to create quality education.

Some interesting things about the Ledug Pintar institution is that the purpose of its business is not only aimed at making money, but also providing many social benefits

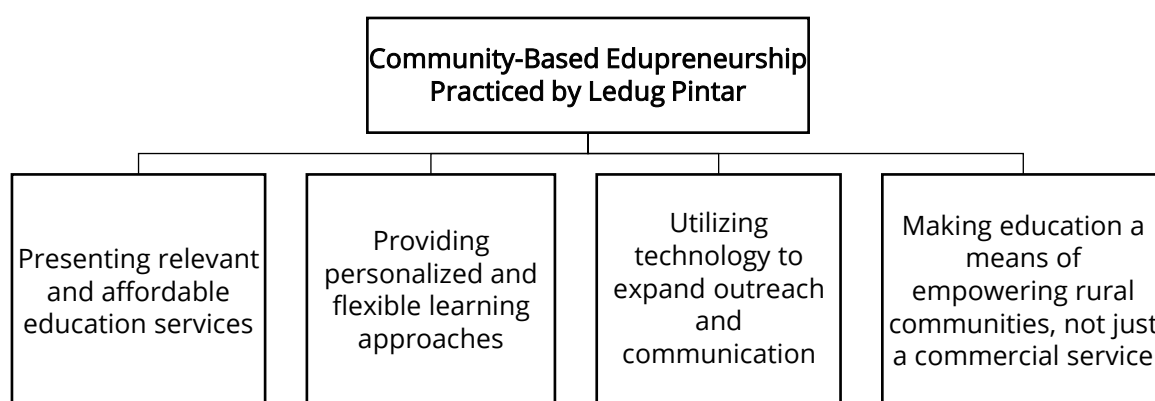


(Kurniawati, Asih Budi, 2024). This is in line with the definition of edupreneurship given by Thayyibi and Subiyantoro, which states that an edupreneur is an educational actor who combines economic value and social transformation in educational practice. Flexible in providing education for different ages and social backgrounds, Ledug Pintar started a Quran tutoring program for parents. This shows that Ledug Pintar educational institution is well aware of how important it is to ensure all learners have equal access to education (Thayyibi & Subiyantoro, 2022).

The presence of Ledug Pintar shows that the educational endeavor can serve as a link between a more sustainable educational progress and can adjust the needs of local communities, especially in rural areas (Fajar Muharram, Nabila Shafira, Fuji Sartika, 2020). Ledug Pintar also provides services at a very affordable cost. It also has a simple yet meaningful approach for learners.

Interestingly, the managers of Ledug Pintar are mostly young people. They prove that the quality of education is not always determined by the formality of the institution. However, what is more important is the sensitivity to the real needs of rural communities and the courage to respond actively to existing problems, by providing innovative and creative solutions in the education sector. This action is in accordance with what Suryana (2003) said, that creativity is how a person can think of something new and their ability to develop new ideas and find new ways to solve problems in facing existing opportunities (Yunita, 2021).

The edupreneurship approach implemented by Ledug Pintar not only fosters wider access to education, but also fosters the active participation of the younger generation in building quality education in rural areas from the grassroots, i.e. from the initiative and real needs of the local community.



**Figure 2.** Community-based edupreneurship principles practiced by Ledug Pintar (based on field data, March 2025).

This model illustrates the implementation of contemporary edupreneurship theory as discussed by Mardiah Astuti (2021), which emphasizes three key dimensions: innovation in educational services, sustainability in institutional management, and social impact orientation. In the case of Ledug Pintar, these dimensions are reflected through their low-cost and flexible learning system (innovation), independent funding and youth-driven leadership (sustainability), and the outreach to underserved age groups such as the elderly (social impact).

Additionally, the model aligns with the broader framework of edupreneurship proposed by Thayyibi & Subiyantoro (2022), who argue that edupreneurial efforts should go beyond economic profit and serve as agents of social transformation. Ledug Pintar, by offering accessible Quranic education for elderly villagers and providing need-based services without investor dependency, exemplifies this transformative role.

Therefore, the case of Ledug Pintar does not only reduce the education gap between rural and urban areas, but also reinforces the potential of grassroots edupreneurship in achieving equitable, inclusive, and sustainable education. In sum, the case of Ledug Pintar exemplifies how youth-driven, context-aware edupreneurship can bridge educational disparities in rural settings through innovation, sustainability, and social impact.

### **1. Inclusivity and Flexibility Strategy in Learning**

One of the main advantages of the Ledug Pintar educational institution is the ability of the managers to design an inclusive and flexible learning system according to the needs of their students. The educational services provided are also not limited to school children, but also include university students and the elderly, who have often been unreached by the formal education system. This inclusive approach shows that the institution has successfully identified and responded to learning needs for all ages in a contextual and targeted manner.

This is in line with Mulyono's theory in Sri Wahyu Ambarwati (2005), which states that one of the principles of inclusive education from nine basic elements is the creation of adaptive learning and supporting lifelong learning. This means that education does not only focus on mastering academic competencies, but also becomes part of the long journey of humans in learning and adapting in various phases of their lives (Isroani, 2024). With services that reach various ages, Ledug Pintar not only expands access to education, but also actualizes the principle of inclusive education as a continuous learning process that is relevant to social dynamics and community needs, especially in rural areas.

In practice, Ledug Pintar also offers greater flexibility in terms of learning time and location. This allows learners to study either at the manager's house or in their own homes, depending on mutual agreement. This demonstrates that the concept of inclusive education is not only about who learns, but also about how learning can be adapted to the conditions and comfort of the learners. Compared to formal institutions that tend to

be rigid, this method fosters stronger emotional bonds, trust, and improved learning outcomes.

Compared to other inclusive village-based initiatives, such as the edupreneurship program in Apuan Village, Bali (Asrida et al., 2023), Ledug Pintar presents a broader intergenerational inclusion. The Apuan model primarily targets children and youth to cultivate entrepreneurial skills through local wisdom and village potential. In contrast, Ledug Pintar extends its services beyond economic skills, by actively involving university students and elderly learners in educational processes, particularly in religious and academic guidance. This intergenerational, need-based approach makes Ledug Pintar distinct in its mission to actualize inclusive and lifelong education at the grassroots level.

The approach adopted by Ledug Pintar aligns with the perspective of Ahmad et al. (2021), who explain that inclusive education is a broad paradigm that not only integrates students with special needs into the educational system but also fundamentally transforms the approaches and practices of education itself. Inclusive education is based on the recognition of the diversity of abilities, talents, and individual characteristics. Every learner is seen as a unique person with different strengths and potential (Budianto, 2023).

Therefore, the Ledug Pintar institution directly reflects the practical implementation of inclusive education principles by personalizing learning methods and creating a supportive learning environment for all groups. This proves that even community-based educational institutions can build a strong inclusive foundation for all learners not only physically, but also psychosocially (Ai Rukmini, Agus Holid, 2024).

On the other hand, the advantages of Ledug Pintar are supported by various facilities such as comfortable learning spaces, prayer rooms, and toilets. This reflects the management's serious commitment to creating a proper learning environment for those who wish to study at the institution. Although classified as a small-scale institution or community initiative, Ledug Pintar has proven its ability to provide adequate learning facilities and aims to deliver a learning experience that is humanistic and learner-centered.

This is in line with the findings of Melinda Siregar (2024), who emphasizes that the availability of adequate facilities is a key factor in improving learner satisfaction. In addition to its strategy of offering affordable pricing, learning facilities serve as one of the main indicators supporting the quality of educational services. Good facilities not only influence learners' perceptions of institutional quality but also directly affect their motivation and comfort during the learning process.

## **2. Institutional Independence and Adaptive Operational Model**

As previously described, Ledug Pintar is an institution established and managed independently by a team of young administrators and educators without any funding

support from the government or other formal institutions. This institutional independence reflects a strong sense of determination to build a sustainable alternative education model (Kurniawati, Asih Budi, 2024). Furthermore, Ledug Pintar demonstrates that being informal in nature does not hinder the establishment of an effective operational system. This is evidenced by the clear and structured division of tasks between administrators and teaching staff, along with efficient and transparent financial management.

Another factor contributing to the success of Ledug Pintar's edupreneurship model is its adaptive operational system (Nurhayati, 2025). Despite having a relatively simple organizational structure, the institution can quickly adapt to the needs of the local community. For example, Ledug Pintar is able to design and adjust learning schedules based on learners' needs. The institution also utilizes social media platforms for promotion, such as Instagram (@*ledugpintar.id*), Facebook (*Ledug Pinter Id*), and an official website accessible through a QR code provided on promotional pamphlets. Additionally, the institution offers learning fee discounts during specific periods to reach more learners and expand its accessibility.

The findings of this study significantly contribute to the development of alternative, community-based education models in rural areas. Ledug Pintar proves that education does not always need to rely on formal systems or large-scale institutional support. Instead, it can be developed through local initiatives that deeply understand the contextual needs of the community. The edupreneurship approach implemented by Ledug Pintar functions as a bridge between educational innovation and social empowerment, showing that entrepreneurial values can be integrated into inclusive, flexible, and sustainable education. This model has the potential to be replicated in other areas with similar social and geographical characteristics as an alternative solution to educational disparities in rural regions.

In terms of theoretical contribution, this study enriches the contemporary discourse on rural edupreneurship by providing an empirical model that blends grassroots leadership, intergenerational inclusion, and contextual responsiveness, elements that are often absent in existing frameworks.

Practically, this study offers a replicable micro-model for rural education development that is adaptable, cost-efficient, and community-driven. It can inform the design of small-scale education initiatives by village governments, community learning centers, or youth organizations aiming to reduce educational inequalities without depending on heavy infrastructure or bureaucratic systems.

The strategies employed by Ledug Pintar reflect the application of need-based management, which is considered highly relevant to the current characteristics of rural communities (Siregar et al., 2024). Its independence and adaptability affirm that

educational management does not always have to rely on large-scale institutional support. Rather, grassroots initiatives rooted in local concerns can generate more contextually appropriate educational innovations. In this regard, Ledug Pintar stands as tangible evidence that rural areas are not merely passive recipients of educational development but are also capable of producing viable alternative education models that can be replicated elsewhere (Nugraha et al., 2023). Therefore, Ledug Pintar is not only a model of best practices in rural alternative education but also a pathway toward broader models grounded in local wisdom and community participation.

Nevertheless, this study has several limitations. It focuses on a single institution within a rural context, which limits the generalizability of the findings to other rural settings. Moreover, the use of interviews and observation as data collection methods poses the risk of subjective interpretation. This research also does not evaluate the long-term sustainability of the institution. Hence, future studies are recommended to adopt a broader scope, utilize mixed-methods approaches, and apply longitudinal analysis to assess not only what is happening now but also how the model performs over time and whether it remains effective when applied in other regions.

## Conclusion

This study demonstrates that Ledug Pintar is a community-based educational initiative that effectively addresses the issue of unequal access to education in rural areas. By integrating the values of edupreneurship into inclusive education principles, the institution offers flexible and affordable learning services for various age groups from children to elderly learners. Three major findings emerged from the analysis: (1) the implementation of inclusive and flexible learning strategies, (2) adaptive operational and promotional systems, and (3) institutional sustainability supported by grassroots independence and need-based management.

These findings indicate that the Ledug Pintar model contributes theoretically by enriching the discourse on rural edupreneurship with a unique combination of intergenerational inclusion and contextual responsiveness. Practically, it presents a replicable and cost-effective micro-model for community-driven education in underserved rural settings. The study also highlights the strategic role of digital technology and youth leadership in expanding educational access without relying on large-scale infrastructure.

Based on these insights, the study recommends that future research explore the long-term impact and transferability of the Ledug Pintar model in diverse rural contexts. Specifically, future research could address questions such as: How sustainable is the Ledug Pintar model over five to ten years? What are the challenges and success factors in replicating it across different cultural or economic environments? Researchers are

encouraged to adopt mixed-methods or longitudinal designs to capture the model's evolution over time and its adaptability to regional variations.

Nevertheless, this study has limitations, as it focuses on a single institution in one rural location, making the findings not yet generalizable to a broader context. Therefore, broader comparative studies involving multiple community-based education models across different regions are necessary to validate and expand upon the results presented here.

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