



Implementation of Community-Based Learning (CBL) in cultivating students' interests and talents: a case study of Sekolah Alam Bogor

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Article Info

Article history:

Received November 5th 2025

Revised December 1st 2025

Accepted January 20th 2026

Keyword:

Community-Based Learning;
Interests And Talents;
Sekolah Alam; Experiential
Learning; Project-Based
Learning

ABSTRACT

The SMX School of Maker program under Sekolah Alam Bogor implements a Community-Based Learning (CBL) approach that emphasizes experiential learning and active engagement with the community. However, collaboration between the school and community partners in designing CBL programs has not yet been fully optimized. This study aims to examine the implementation of CBL at SMX, identify supporting and inhibiting factors, and evaluate its impact on students' interests and talents. Using a qualitative case study method, data were collected through in-depth interviews, observations, and documentation. Informants included the Foundation Chair, the Director of Sekolah Alam, the Chair of the Nusantara Sekolah Alam Network, teachers or facilitators, students, and community representatives. Data were analyzed using descriptive qualitative techniques. The findings reveal that CBL implementation involves several stages: collaborative curriculum development with community partners; preparation of 80% of the syllabus through inter-community contributions; structured academic planning through salamik and early-year coordination; direct integration of facilitators and community members in learning activities; and experience- and project-based learning as the instructional core. Supporting factors include SAB's vision, mission, pillars, and active stakeholder involvement. Nevertheless, rigid adherence to these foundational principles may also pose challenges. Integrating Project-Based Learning (PjBL) further strengthens CBL in enhancing students' interests and talents.



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INTRODUCTION

Modern education does not only focus on knowledge transfer, but also prioritizes the development of students' potential and interests. One approach that can optimize this potential development is the Community-Based Learning (CBL) approach. CBL is an approach that combines students' learning experiences with the surrounding social and cultural context (Nchaga, 2025). CBL offers a range of academic and social benefits for students, while addressing real-world issues through an educational perspective (Hipjiah et al., 2024). CBL emphasizes the importance of gaining knowledge through direct experience that involves students in projects that have a real impact on the community. Thus, this approach not only emphasizes academic aspects, but also focuses on character development, social skills, and discovering students' potential through direct interaction with the community. CBL supports the development of practical skills, such as social skills, leadership, and problem solving, which are very useful in everyday life (Andrade et al., 2022). These activities can take various forms, such as community work programs, participation in social projects, or collaboration with practitioners in the field according to the interests of the students. As a dynamic and interactive learning method.

One educational institution that has implemented the CBL approach is Sekolah Alam Bogor (SALAM Bogor). This educational institution has several educational programs, including preschool, elementary school, middle school, SMX School of Makers, PSQ, and inclusive education. In each of its programs, Sekolah Alam Bogor has implemented a CBL curriculum with a project-based approach. The implementation of the CBL approach is expected to encourage the active involvement of students in various community activities. The implementation of CBL places the community as an important

element in the learning process, particularly in nurturing the interests and talents of students. However, in practice, the implementation of CBL still faces a number of problems, one of which is how schools and educators can ensure real, active, and sustainable community involvement in supporting the development of students' potential. In addition, collaboration between schools and communities in designing and implementing educational programs, such as apprenticeships and experience-based learning, has not been fully optimized. This condition has the potential to limit students' space for exploration in recognizing and developing their interests and talents, especially in the SMX School of Makers education program. On the other hand, the implementation of CBL at Sekolah Alam Bogor also faces various challenges and obstacles, both in terms of institutional aspects, resources, and coordination between stakeholders.

Previous studies have shown that CBL contributes positively to increasing student engagement, strengthening contextual learning, and developing social competencies and 21st-century skills. Nchaga (2025) in his research shows that CBL offers a powerful model for integrating education with real-world experiences, providing benefits for students, educators, and community partners. Meanwhile, Akhyar et al. (2025) have examined the contribution of CBL to the development of 21st-century skills. His research shows that CBL can strengthen critical thinking, collaboration, creativity, and communication skills. In addition to influencing 21st-century skills, the study by Saifi et al. (2024) shows that the CBL approach can also improve students' academic performance.

However, most of these studies still focus on the implementation of CBL in the context of formal education at the university level and are only based on literature studies, emphasizing cognitive learning outcomes and social skills in general. On the other hand, studies that specifically examine the role of the community in fostering the interests and talents of students in alternative education units, such as Sekolah Alam, are still relatively limited. In addition, studies examining the forms of collaboration and synergy between schools and communities in the development of apprenticeship-based and experience-based learning programs have not been explored in depth. Previous studies also tend not to comprehensively identify the challenges and obstacles to CBL implementation from the perspectives of schools, educators, and communities simultaneously. Thus, there is a research gap regarding a comprehensive understanding of how CBL is implemented contextually in the Sekolah Alam environment, particularly in relation to the role of the community, program collaboration patterns, and implementation challenges in fostering students' interests and talents.

The novelty of this research lies in several important aspects. First, in terms of research context, this study was conducted in an alternative educational unit, namely Sekolah Alam Bogor, which has nature-based and CBL characteristics, specifically in the SMX School of Makers education program. This context enriches the study of CBL, which has mostly been conducted in conventional formal educational settings. Second, this study specifically focuses on the development of students' interests and talents. Unlike previous studies, which generally emphasize academic achievement or mastery of general skills, this study places the development of interests and talents as an integral part of developing individual potential through the application of CBL. Third, this study offers mapping and analysis of the collaboration model between schools and communities in the implementation of the SMX School of Makers education program based on CBL, including apprenticeship practices and experience-based learning. This collaboration model has the potential to become a good practice that can be adapted by similar educational institutions. Fourth, this study examines the challenges and obstacles to implementing CBL in a multidimensional manner, covering institutional aspects, resource availability, coordination between parties, and community readiness, resulting in a more comprehensive understanding than previous studies.

The purpose of this study is to determine the implementation of CBL at Sekolah Alam Bogor, particularly in the SMX School of Makers education program, identify factors that support and hinder the application of CBL in developing the interests and talents of students at SMX School of Makers, and assess the results of CBL implementation in increasing the interests and talents of students at SMX School of Makers. This research is expected to contribute to the development of educational theory, particularly in relation to CBL. This approach is expected to strengthen the development of students' business interests and talents in an educational environment that emphasizes skills and creativity.

METHOD

This study uses a qualitative approach with a case study method. This approach was chosen because it aims to deeply understand the process of implementing CBL in the real context at SMX, as well as its influence in fostering students' interests and talents. Case studies allow researchers to explore phenomena comprehensively and contextually through various relevant sources of information. This research was conducted at Sekolah Alam Bogor, an alternative educational institution that has implemented CBL, located at Jl. Pangeran Sogiri No.150, Tanah Baru, Kec. Bogor Utara, Kota Bogor, Jawa Barat 16154.

The data sources in this study consist of primary and secondary data sources. Primary data sources come from informants involved in the study, namely the Foundation Chair, the Director of Sekolah Alam, the Chair of the Nusantara Sekolah Alam Network, teachers/facilitators, students, and community members. Secondary data was obtained from institutional documents, activity reports, CBL learning curricula, and literature related to CBL and the development of students' interests and talents.

The data collection techniques used in this study, namely observation, interviews, and documentation studies, included photographs of activities, student portfolios, and learning reports or journals prepared by the Foundation, institutional management, educators/facilitators, and the community of Sekolah Alam Bogor SMX. After the data was collected, it was analyzed based on the stages of descriptive qualitative analysis, which consisted of data grouping, coding, theme determination, theme review, theme definition, and presentation of the predetermined themes. To ensure the validity of the data, the researcher used triangulation techniques and sources.

RESULTS AND DISCUSSION

Implementation of Community-Based Learning at Sekolah Alam Bogor

One of the philosophies that forms the basis for the implementation of CBL at Sekolah Alam Bogor is the Minangkabau philosophy, namely "*Alam Takambang Jadi Guru.*" Translated into English, this philosophy means "The Vast and Expansive Nature is Used as a Teacher." Sekolah Alam Bogor recognizes that the best education is not centered in the classroom or school, but rather utilizes the learning resources available in the ecosystem as widely as possible. Sekolah Alam Bogor also believes that the learning model of the future is a classroom without boundaries, where students can access knowledge and skills from various learning resources in the community. This is in line with the mission of Sekolah Alam Bogor.

The implementation of the curriculum at Sekolah Alam Bogor emphasizes the development of leadership character (Leadership Core), which leads students to recognize their potential and the roadmap to a role in life that provides optimal benefits to civilization. To achieve this output, several educational programs at Sekolah Alam Bogor have objectives that are designed in a gradual and continuous manner in accordance with the developmental phases of the students, so that each level of education becomes a complementary link in building the character, potential, and direction of the students' lives.

The educational program at Sekolah Alam Bogor consists of preschool education, elementary school education, middle school education, SMX, and inclusive schools. Preschool education is a stage of nurturing basic character, which is done by instilling the foundations of noble character. Elementary school education is a stage of discovering and understanding one's potential (learning in their own way), which is done by exploring talents and interests. Secondary education is a stage of finding the path to the optimal point in life, namely by discovering oneself and designing a life map (self discovery). Meanwhile, at the high school level, in this case SMX, students are invited to build a prototype product or business that is "*gue banget*" (school of makers). SMX is an experiment by Sekolah Alam Bogor, which has a different educational program model.

CBL at Sekolah Alam Bogor is a model of unlimited classes with all forms of learning activities (experiential learning), with a clear structure, utilizing the potential of the community and entities as Learning Stations. The implementation of the CBL learning model at Sekolah Alam Bogor uses the term Learning Stations, where:

1. The learning process experienced by students of a concept in a comprehensive and contextual manner because skills, knowledge, and attitudes are integrated into efforts to stimulate students' talents.
2. Condition and encourage students to collaborate intensively by choosing competencies/content that are in line with the intended understanding.
3. More efficient, because facilitators can choose concepts that need to be explored in greater depth and content that requires less time.

The following is the CBL Framework at Sekolah Alam Bogor.

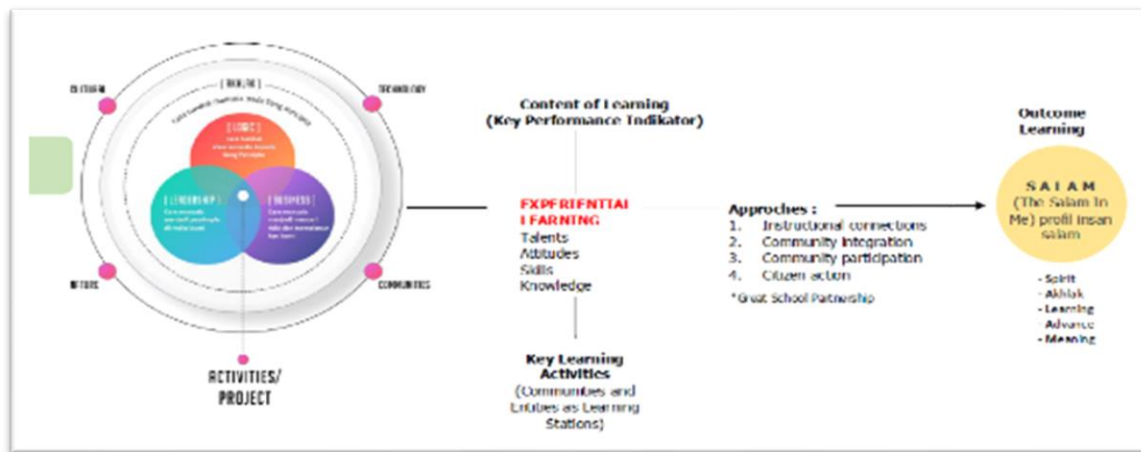


Figure 1. CBL Framework

To optimize the implementation of CBL in learning, Sekolah Alam Bogor takes several approaches. First, instructional connection, the process of connecting learning materials in the classroom with conditions/problems and real experiences found in the community surrounding the students so that learning is more contextual. Second, community integration, community resources are brought to school to enhance learning. Third, community participation, students go out into the community to enhance learning. Fourth, citizen action, where students' work or projects are presented and utilized by the community as both an audience and potential beneficiaries.

In practice, the educational ecosystem at Sekolah Alam Bogor (SAB) emphasizes nature-based learning. Informant AGY explained that nature is understood broadly, not only as the physical environment, but as all of God's creation that can be used as a medium for learning. In his interview, Informant AGY explained that:

"Pertama, ini adalah metode belajar. Di SAB metode utamanya adalah belajar bersama alam. Alam diartikan luas; semua ciptaan Allah di muka maupun luar bumi adalah alam. Konteks alam di setiap daerah berbeda. Sekolah Alam mencari keunikan dan keunggulannya masing-masing. SAB nature-nya adalah komunitas, kelembagaannya juga komunitas. Pembelajaran memanfaatkan potensi sekitar: alam, budaya, masyarakat, komunitas. Dulu kami menyebutnya Learning Stations (LS), seperti LS Kebun, LS Pertukangan. Namun LS hanya tempat belajar, padahal komunitas lebih luas dari itu. Saya kemudian riset istilah dan menemukan CBL. Definisi komunitas bagi SAB bukan hanya entitas di sekolah, tetapi juga komunitas di Bogor dan luar Bogor. Semua itu dimanfaatkan sebagai sumber belajar sesuai tahapan peserta didik."

"First, this is a learning method. At SAB, the main method is learning together with nature. Nature is interpreted broadly; all of God's creations on and outside the earth are nature. The context of nature in each region is different. Nature schools seek their own uniqueness and excellence. SAB's nature is community, and its institution is also community. Learning utilizes the potential of the surroundings: nature, culture, society, community. We used to call them Learning Stations (LS), such as LS Kebun (Garden) and LS Pertukangan (Carpentry).

However, LS is only a place of learning, whereas the community is broader than that. I then researched the term and found CBL. The definition of community for SAB is not only an entity in school, but also the community in Bogor and outside Bogor. All of these are used as learning resources according to the stages of the students.”

The informant’s explanation is in line with Kolb (1984) theory of experiential learning in “Experiential Learning: Experience as the Source of Learning and Development.” Kolb emphasizes that learning must start from concrete experiences, reflection, conceptualization, and active experimentation. In addition, research by Haryati & Makarim (2025) reinforces that the experiential learning approach needs to be integrated into the education curriculum, as it has been proven to encourage active student involvement in the learning process and strengthen practical skills.

Through interaction with nature, culture, and society, students at Sekolah Alam Bogor undergo a natural cycle of experiential learning. The uniqueness of the Learning Stations, which later developed into CBL, shows that Sekolah Alam Bogor has developed an evolutionary and context-appropriate learning model. Informant OKW provides an important cultural and spiritual foundation that shows that the educational model at Sekolah Alam Bogor is influenced by the local wisdom of the archipelago.

“Awalnya kami mengambil prinsip dasar falsafah Minang ‘Alam Takambang Menjadi Guru’, dan ayat-ayat kauniah bahwa semua tempat adalah ruang belajar dan semua orang adalah guru.”

“Initially, we adopted the basic principle of Minang philosophy, ‘*Alam Takambang Menjadi Guru*’ (Nature Becomes a Teacher), and the verses of *kauniah* that all places are learning spaces and all people are teachers.”

The principle of “*Alam Takambang Menjadi Guru*” (Nature Becomes the Teacher) is very much in line with the concept of indigenous knowledge in Warren (1991), book “Indigenous Knowledge Systems”, which emphasizes that local wisdom has great potential in creating contextual and meaningful learning. From this alignment, it is evident that the educational ecosystem of Sekolah Alam Bogor combines local wisdom (“*Alam Takambang Menjadi Guru*”), spiritual values (verses from the *Koran*), authentic experiences, community interaction, and the civilizational philosophy of Lendo Novo.

The integration of these five elements creates an ecosystem that is theoretically and practically very conducive to the implementation of CBL. In addition, the Sekolah Alam Bogor ecosystem exhibits the following characteristics.

1. Nature as a Living Laboratory

This concept is in line with Sobel (2004), book “Place-Based Education,” which states that place-based learning creates an emotional closeness between learners and the environment.

2. The Community as Teachers

In line with Dewey (1938) in “Experience and Education”, schools must be connected to the real experiences of society.

3. Education as a Shaper of Civilization

The idea described by Informant HSN is in line with Noddings (2005), book “The Challenge to Care in Schools,” which states that education should develop attitudes of caring, responsibility, and human civilization.

Through these theories, it can be understood that the implementation of CBL at Sekolah Alam Bogor is not merely a technical method, but a manifestation of an educational ecosystem rich in values and meaning. CBL provides space for students to experience an authentic, social, ecological, spiritual, and contextual learning process. Teachers are not only educators, but facilitators who connect students with nature and society. The community acts as a partner that enriches the learning experience. These findings are in line with the findings of research conducted by Goggins & Hajdukiewicz (2022) which show that CBL is able to create real learning experiences for students and increase their social involvement in problem solving.

The educational ecosystem of Sekolah Alam Bogor provides a very strong philosophical, cultural, and pedagogical foundation for the implementation of CBL. By combining the concepts of civilization, local wisdom, eco-pedagogy, community, and experience-based learning, Sekolah Alam Bogor has succeeded in developing a relevant, meaningful, and transformative educational model. Quotes from interviews with informants show that CBL is not just a theory, but a practice that grows from the school's identity and the students' need to learn through real interaction with their environment.

The Role of the Community in the Implementation of Community-Based Learning at Sekolah Alam Bogor

The role of the community in education is one of the main foundations of the CBL approach. This educational model places the community not only as an object of learning, but also as a subject, partner, and learning space for students (Toni et al., 2024). In educational literature, this concept has a strong foundation. Wenger (1998) through his theory of Communities of Practice, explains that learning occurs optimally when individuals interact with communities that have real practices, knowledge, and experiences. Through these interactions, learners can learn values, skills, and identity through direct participation.

In addition, Sobel (2004) theory of Place-Based Education emphasizes that education will be more meaningful if it is contextualized within the social, cultural, and ecological environment surrounding the students. The local context is not merely a "learning location," but an authentic learning experience. In the constructivist approach, Dewey (1938) also emphasizes that students learn through real experiences (learning by doing), which are obtained from the social world in which they live. Therefore, the presence of the community in the educational process is not an additional element, but the core of life-oriented learning.

In the Sekolah Alam Bogor (SAB) ecosystem, the role of the community is fundamental. SAB does not position the community as a supporting actor, but rather as a strategic partner that functions as a learning resource, facilitator of experiences, and space for student self-actualization. CBL at SAB not only invites students to visit the community, but also builds a philosophical relationship between the school and the surrounding social ecosystem. This is in line with Gadotti (2008), concept of eco-pedagogy, which views education as a process of building ecological and social awareness through harmonious interaction between students, the community, and the environment.

Informant HSN provided a very clear description of this relationship in CBL practice at SAB. In the interview, the informant stated that:

"Dalam konteks SAB, bentuk aktual pelaksanaan CBL ada pada komunitas/entitas yang ada. Misalnya SalamAid, Salam Rancage, Salam Berdaya. Peserta didik belajar langsung melalui kunjungan, magang, dan sesi guru tamu."

"In the context of SAB, the actual implementation of CBL takes place in existing communities/entities. Examples include *SalamAid*, *Salam Rancage*, and *Salam Berdaya*. Students learn directly through visits, internships, and guest lecturer sessions."

HSN informants' explanations indicate that the community functions not only as a place to see and observe, but also as a space for practical experience. Visits, internships, and guest teacher appearances represent the three main models in CBL according to Furco (2010), namely exposure, engagement, and participation. Thus, students experience learning gradually from introduction to active involvement, which supports the development of social, emotional, and cognitive skills.

The perspective of informant AGY further expands on how the community is positioned as part of the SAB education ecosystem. In the interview, the informant stated that:

"Kami membangun pemahaman kepada komunitas/entitas bahwa mereka tumbuh di ekosistem pendidikan. Mereka harus memiliki misi pendidikan dengan nilai SALAM: Learning, Meaning, Spirit."

“We build understanding among communities/entities that they are growing in an educational ecosystem. They must have an educational mission with *SALAM* values: Learning, Meaning, Spirit.”

This shows that the community is not positioned as a passive partner, but as a subject of education with the same vision and values. In Etzioni (1993), theory of Communitarian Education, education will be successful if the community involved shares the same moral values and goals as the school. The values of “Spirit, Morals, Learning, Advance, Meaning” reflect a humanistic direction in education, in line with Noddings (2005) idea of care-based education, which is education based on care and meaningful relationships.

Informant OKW reinforced the understanding of the practical role of the community in learning activities, saying that:

“Komunitas adalah sumber belajar. Ada program Dropzone, Warung Seribu Cinta, dan Pelajar Relawan, dibagi berdasarkan tingkat kelas.”

“The community is a source of learning. There are programs such as Dropzone, *Warung Seribu Cinta*, and Student Volunteers, divided according to grade level.”

These programs demonstrate the application of service learning, a learning model that combines social service with academic goals. Jacoby (1996) states that service learning broadens students’ learning experiences through activities that involve empathy, social awareness, and critical reflection. Through programs such as “*Warung Seribu Cinta*” and “*Pelajar Relawan*,” students have the opportunity to interact with the community while developing values of humanity and leadership.

In line with this, Informant DST explained that CBL is an extension of learning spaces that are not limited to classrooms. In the interview, the informant stated that:

“CBL adalah model pembelajaran kelas tanpa batas dengan memanfaatkan potensi komunitas dalam dan luar sekolah. Pembelajaran tidak hanya di kelas, tetapi di komunitas. Bisa kunjungan, komunitas hadir sebagai guru tamu, atau kolaborasi.”

“CBL is a model of learning without boundaries that utilizes the potential of communities inside and outside of school. Learning takes place not only in the classroom but also in the community. This can take the form of visits, community members serving as guest teachers, or collaboration.”

The concept of “boundaryless classes” is in line with the idea of boundaryless learning Engeström (2001), which is learning that moves beyond traditional structures towards cross-social constellation interactions. By involving internal and external communities, SAB expands the learning space into a dynamic social space. Within the framework of Kolb (1984), experiential learning, learners’ experiences become more comprehensive because they are gained through direct involvement, reflection, and application in real situations.

From various explanations by sources and theoretical references, it can be summarized that the implementation of CBL in the curriculum design and learning journey of SMX-SAB includes:

1. Collaborative curriculum development with communities/entities.
2. The community contributed significantly to the syllabus development, up to 80%.
3. Structured academic planning, through salamik and coordination at the beginning of the year.
4. Direct integration between facilitators and communities in the implementation of learning.
5. Project-based and real-world learning experiences as the core of the learning journey.

This model shows that SMX-SAB has successfully implemented CBL not merely as a method, but as the foundation of the curriculum and the learning journey of students. This approach is in line with modern curriculum theory, constructivism, experiential learning, collaborative curriculum design, and student development.

By integrating global education theory and local community practices, SAB has successfully developed a comprehensive, holistic, and highly contextual CBL approach for students. These findings support previous findings by Claramita et al. (2019) which confirm that education that emphasizes CBL enables contextual learning. This may be because students build their knowledge through direct interaction with the social context. Several communities and/or entities that play a major role in teaching and learning activities as a form of CBL implementation can be seen in Table 1 below.

Table 1. Role of Communities/Entities in CBL Implementation

No	Community/Entity Name	Activities/Fields Community/Entity Activities	Role in CBL
1	<i>Salam Parmaculture</i>	Farming (gardening, farming, introducing various plants, nature conservation, etc.).	<ol style="list-style-type: none"> 1. Becoming an agri lab 2. Providing healthy meals for the community of the nature school (Alif kitchen catering) 3. Ecotourism and educational tourism destination 4. Gardening training center 5. Internship site for students, especially SM and SMX
2	<i>Salam Rancage</i>	<i>Salam Rancage</i> designs and produces premium crafts made from recycled paper, empowering women's communities to achieve financial, social, and environmental harmony.	<ol style="list-style-type: none"> 1. To serve as a means of empowering the community, helping them to develop awareness in various areas, particularly in appreciating the environment, embracing social values, and distributing economic opportunities. 2. An internship site for students, especially SM and SMX 3. Serving as guest teachers for preschools and elementary schools. 4. A destination for ecotourism and educational tourism 5. A recycling training site.
3	<i>Salam Aid</i>	As a humanitarian institution under the auspices of the <i>Jaringan Sekolah Alam Nusantara</i> (JSAN), we strive to participate as much as possible in Disaster Risk Reduction (DRR) efforts.	<ol style="list-style-type: none"> 1. Educational activities on disaster mitigation curriculum in communities and schools, especially nature schools under JSAN 2. Internship placements for students, especially SM and SMX 3. Becoming guest teachers for preschools and elementary schools. 4. Through philanthropy and volunteerism, Salam Aid encourages a spirit of caring. 5. It plays a role in educating, organizing, and mobilizing social services in the community. Some of <i>Salam Aid's</i> programs include <i>Salam Hijau, Salam Tanggap, Salam Berdaya, Salam Pintar, Guru Relawan, and Salam Palestina.</i>
4	<i>Salam Sportiva</i>	Sport dan Outdoor Activities Provider	<ol style="list-style-type: none"> 1. Physical education, sports, and outdoor activities. 2. Internship opportunities for students, especially SM and SMX 3. Becoming a guest teacher for preschool and elementary school.
5	<i>Salamuda</i>	A business entity in the creative economy sector engaged in the visual communication design sub-sector.	<ol style="list-style-type: none"> 1. Becoming a business entity to accommodate the creativity of its members 2. An internship place for students, especially high school and vocational high school students 3. Becoming guest teachers for preschools and elementary schools.
6	<i>KOMPAKK (Komunitas Peduli)</i>	A community of parents who are concerned about children with special needs.	<ol style="list-style-type: none"> 1. Providing information on therapy centers, inclusive schools, doctors, psychologists, and medical rehabilitation doctors

No	Community/Entity Name	Activities/Fields Community/Entity Activities	Role in CBL
	<i>Anak Berkebutuhan Khusus)</i>		<ol style="list-style-type: none"> 2. Conducting activities that involve and appreciate children with special needs so that their existence and potential are recognized by the community 3. Educating the community about the world of special needs, as there are more and more children with special needs around them.
7	<i>Komunitas Elang Salam</i>	A community of mothers of students who have joined a mountain climbing community.	<ol style="list-style-type: none"> 1. Conducting social activities, such as sharing rice in collaboration with the Indonesian Backpacker Community 2. Sharing gifts with children in remote tourist areas
8	<i>Lemaks (Lapak Emak-Emak Salam)</i>	A community of mothers of students that brings sellers and buyers together in one social media platform.	<ol style="list-style-type: none"> 1. A place for sellers and buyers to meet 2. Holding face-to-face meetings and expanding networks 3. Setting aside a portion of sales proceeds as waqf and contributing to the realization of the Salam Ambulance 4. Waqf for Healthy Homes
9	<i>Pesantren Komunitas Kampung Salam</i>	A synergistic community engaged in Islamic religious activities.	<ol style="list-style-type: none"> 1. Collaborate with other communities/entities related to Islam. 2. Conduct religious lectures for both internal and external audiences.
10	<i>Salam Community Hub</i>	A community that serves as a space for growth and activities for every entity, community, and various charitable initiatives in <i>Kampung Salam</i> .	<ol style="list-style-type: none"> 1. Becoming an entity that connects every potential and uniqueness for other communities/entities to collaborate in order to have a greater impact 2. Through CBL, SCH is actively promoting the presence of local guides in <i>Kampung Salam</i> by involving students from Sekolah Alam Bogor as Junior <i>Salam</i> Guides.

Source: Sekolah Alam Bogor

Based on Table 1, it can be seen that the implementation of the CBL approach at SMX-SAB takes place through a collaborative ecosystem involving various communities and entities with complementary functions, ranging from sustainable agriculture, creative economy, humanity, sports, social inclusion, community entrepreneurship, to strengthening religious values and community social networks. Each community not only acts as an external partner, but also becomes an authentic learning space that provides real laboratories, internship opportunities, guest teachers, training centers, and social service platforms for students. This partnership pattern shows that CBL at SAB is systematically integrated into the curriculum and learning experience, because the learning process takes place in the midst of community life, enabling students to develop academic, social, leadership, environmental awareness, and humanitarian competencies in a contextual and holistic manner. These findings support previous findings by Pradana et al. (2025) which confirm that the implementation of the CBL approach can create real learning experiences for students based on social issues, thereby enhancing leadership, collaboration, communication, and problem-solving skills among students.

Talent Mapping as the Foundation of Project-Based Learning

Talent Mapping is one of Sekolah Alam Bogor main instruments for developing interests and talents. This instrument helps identify the unique strengths and potential of each student. Informant OKW explained in an interview that:

“Karena kita tidak mampu mengobservasi lebih dalam, maka kita perlu tools Talent Mapping... sehingga kemudian kita bisa arahkan kekuatan/strength-nya kemana.”

“Since we are unable to observe more deeply, we need Talent Mapping tools... so that we can then direct their strengths.”

In addition, DST Informant added in his interview that:

“SAB menerapkan proses Talent Mapping... untuk tingkat PS dan SD masih berupa observasi, SD adalah eksplorasi minat bakat, SM adalah Discovery.”

“SAB implements the Talent Mapping process... for the PS and SD levels, it is still in the form of observation, SD is talent interest exploration, SM is Discovery.”

Informant AST further emphasized that:

“Berdasarkan test Talent Mapping, maka kami akan punya gambaran mengenai masing-masing Xers per individunya. Artinya dari bakat-bakat yang dimiliki, bakat mana yang lebih dominan. Dan itu yang akan coba dampingi... kemudian dari hasil TM itu ada Strength Cluster.”

“Based on the Talent Mapping test, we will have an overview of each Xer individually. This means that from the talents they possess, we will see which talents are more dominant. And that is what we will try to assist with...then from the TM results, there is a Strength Cluster.”

Talent Mapping refers to Buckingham & Clifton (2001), Strengths-Based Development theory, which emphasizes the development of individuals’ natural strengths as a key educational strategy. With this approach, the projects undertaken by students are oriented towards their interests and talents, thereby increasing motivation, independence, and academic achievement (Sheldon & King, 2001).

Key points in developing students’ interests and talents at Sekolah Alam Bogor include exploring interests and talents through real-world activities. Learning media utilizes cross-community projects, as well as internships and showcases as authentic evaluations. Kolb (1984) asserts that experiential learning increases students’ cognitive, affective, and psychomotor involvement, which is in line with the PjBL model at Sekolah Alam Bogor.

For each level of education at Sekolah Alam Bogor, there are achievement targets in the form of KPIs and Key Learning Activities (KLAs). Here are some examples of student projects that have been created and implemented. These activities, specifically for junior high and senior high school levels, are based on the results of Talent Mapping and the interests and talents that students discover while participating in various internships and other projects carried out at school. Examples of these activities can be seen in Table 2 below.

Table 2. Examples of Activities/Key Learning Activities According to Education Level Related to Interests and Talents

No	Level of Education	Name of Activity	Explanation of Activities
1	Pre-school	Business Day	Business introduction activities for students who will sell food and beverages to buyers, namely preschoolers, elementary school students, facilitators, and parents.
		Performance Day	Activities aimed at showcasing students’ abilities in movement, dance, and song with the goal of building their self-confidence.
2	Elementary School	Farming	Gardening activities that are exciting and interesting for students. Through these activities, they explore nature, practice patience through the planting process, and learn a lot about different types of plants, which is integrated with other subjects.
		Community Internship	Internships in the community to prepare for financial independence through entrepreneurial activities. These activities are carried out by sixth-grade elementary school students.
3	High School	Professional Internship	Activities that stimulate interest and talent, aimed at introducing the world of professions to students.
		Learn to Maestro	Intensive talent exploration activities. These activities are carried out for one month with one maestro for each student.
4	School of Maker	Artisanal Product Internship	Activities introducing business concepts in the field of artisanal products and broadening horizons that touching art and creativity can increase the value of a product. Internships with craft artists (artisans) to instill a hard-working attitude, persistence in

No	Level of Education	Name of Activity	Explanation of Activities
		I Can Project	“ngulik”/making something, and understanding creative thinking patterns. This is the main project that Xer has been working on for the past two years at SMX. The I Can Project takes a design thinking approach. The process of empathy, problem definition, ideation, and prototyping is carried out as stages of a project based on mina, talent, and potential. The I Can Project serves as a bridge that connects the problems that concern Xers with useful solutions.
		Declaration Day	An event held to celebrate the completion of studies at SMX, where Xers were asked to give a final pitch about who they are and what they do.

Source: Sekolah Alam Bogor

Factors that support and hinder the implementation of CBL in developing business talent among students at SMX School of Maker at Sekolah Alam Bogor

Based on the results of the investigation, both through interviews and secondary data obtained in the field during the research, factors were identified that support and hinder the application of CBL in developing talents and interests at Sekolah Alam Bogor.

1. Factors Supporting the Implementation of CBL in Developing the Interests and Talents of SMX Students

a. Vision, Mission, and Pillars of Sekolah Alam Bogor

Sekolah Alam Bogor has a vision, mission, and pillars that strongly support the implementation of CBL as a learning process, as well as in efforts to develop students’ interests and talents, especially those of students at SMX – School of Maker in terms of business interests and talents. The tagline used by Sekolah Alam Bogor is “More than a school, it’s a community”. It is complemented by another tagline, “*Dari Sekolah, Ke Komunitas, Ke Peradaban.*” The vision of Sekolah Alam Bogor is to become an educational ecosystem that nurtures the potential of every child, coupled with one of the missions of Sekolah Alam Bogor, which is to develop a model of unlimited classes by utilizing the potential of the community, and reinforced by the existence of a business pillar. The alignment between the vision, mission, and pillars of Sekolah Alam Bogor makes the implementation of CBL more effective. This is in line with what all informants in the study said, that basically, from the beginning, Sekolah Alam Bogor has been implementing CBL, because the DNA of Sekolah Alam Bogor is community/entity.

b. Community/Entity

The majority of communities/entities within Sekolah Alam Bogor are formed by Sekolah Alam Bogor itself, either established by Sekolah Alam Bogor human resources or formed within the scope of Sekolah Alam Bogor, such as the parents of students. All institutions and communities within the Progress Insani Foundation and Sekolah Alam Bogor are under one large umbrella called the “*Komunitas Salam.*” This means that every community/entity involved and affiliated with the “*Komunitas Salam*” shares the same vision and mission in the learning process at Sekolah Alam Bogor. All existing communities/entities also have a deep understanding of the *Salam* values that are applied to all stakeholders.

c. Teacher/Facilitator

There are two types of facilitators at Sekolah Alam Bogor, namely class facilitators and subject facilitators. Class facilitators are figures who not only act as teachers, but also as coaches, mentors, and observers. Their role involves more than just providing information to students. Meanwhile, subject facilitators are educators who have specific responsibilities for teaching certain subjects. The main focus of subject facilitators is to provide a deep understanding of the subject matter being taught. Overall, both classroom facilitators and subject facilitators play an important role in creating a learning environment that supports, motivates, and facilitates the holistic development of students. For this reason, cooperation between classroom facilitators and subject facilitators is essential in every learning process.

d. Students

Students play a supporting role in the successful implementation of CBL because, in addition to being the subjects of learning, they are also part of the CBL implementation itself. Thus, students at Sekolah Alam Bogor find it easier to interact with the community/entities in the learning process. This is because from the very beginning of their schooling, they have been familiar with the culture and values of *Salam* and the teaching and learning methods applied at Sekolah Alam Bogor.

e. Parents

Since the beginning of the learning process at Sekolah Alam Bogor, parents have always been involved and given considerable attention. The role of parents in the implementation of CBL can also be seen from the emergence of communities formed by parents of students, such as *Lemaks*, *Komunitas Elang Salam*, *Komunitas Gajah Salam*, and *Salam Inklusi*.

2. Factors hindering the implementation of CBL in developing the talents and interests of SMX students

a. Community/Entity

With the increasing number of communities/entities formed and joined in the “*Komunitas Salam*,” this can also be one of the factors that hinders the implementation of CBL. This condition can occur when the managers of new communities/entities do not yet understand the culture and values of Sekolah Alam Bogor. Another thing that can also be an obstacle is if the administrators of the community/entity are too focused on their main activities, thereby forgetting their role in the learning process at Sekolah Alam Bogor. A further obstacle from the community/entity is if they cannot prepare clear teaching modules that can be applied when students from Sekolah Alam Bogor do internships at their place/location.

b. Teacher/Facilitator

The process of replacing teachers/facilitators, especially new teachers/facilitators at all levels of education at Sekolah Alam Bogor, has the potential to hinder the implementation of CBL in efforts to foster students' interests and talents. Teachers/facilitators who do not fully understand the meaning of CBL will also hinder its implementation. If there are teachers/facilitators who simply entrust their students to the community/entity without providing guidance and giving meaning to the learning process, this can become a hindering factor.

c. Students

Students may encounter obstacles in discovering their talents and interests if they are unable to find their true selves, preferences, enjoyment, and interests while participating in activities organized by the school. This can happen because students are still uncertain about their decisions in choosing which projects to undertake. Although this is normal in the process of discovering interests and talents, as stated by one informant (founder of Sekolah Alam Bogor), students are allowed to change their projects if they feel uncertain that they can be carried out optimally, but on the condition that they follow the agreed rules, namely that they must go through the stages/cycle from the beginning.

The results of implementing CBL in increasing the growth of students' talents and interests at Sekolah Alam Bogor

From the interviews and theories described above, several important CBL strategies at Sekolah Alam Bogor can be summarized as follows:

- 1) *Talent Mapping* : Talent identification and individual project development basis.
- 2) *Self Discovery Project* : Projects for self-exploration, interests, and talents.
- 3) *Multi-level Internship* : Real-world experiences tailored to grade levels to hone skills.
- 4) *Showcase/Public Product* : Authentic evaluation and self-actualization media.
- 5) *Community/Entity Integration* : Strategic partners in social learning and real-world practice.

This strategy reflects Dewey (1938), principle of progressive education, which emphasizes real-life experiences as the core of learning and character development. In addition, community integration reinforces Vygotsky (1978), concept of constructivist social learning, which states that social interaction and collective guidance accelerate student development.

The development of interests and talents through CBL at Sekolah Alam Bogor is a holistic educational practice that combines Talent Mapping to identify individual potential, the Self Discovery Project to build identity and competence, internships and showcases as real experiences and authentic evaluations, and community integration as a source of learning, mentors, and facilitators. This model combines the theories of constructivist learning, strength-based development, experiential learning, situated learning, and progressive education. Thus, Sekolah Alam Bogor not only teaches academic skills, but also develops students' interests, talents, character, and social readiness in an integrated and contextual manner. These findings are in line with the research by Celio et al. (2011) which shows that a CBL approach accompanied by real learning can significantly improve the development of academic competencies, social skills, and the formation of student identity.

CONCLUSION

The implementation of CBL in the curriculum design and learning journey of SMX–School of Makers at Sekolah Alam Bogor shows that the curriculum was developed collaboratively with the community or partner entities that played a significant role in the syllabus development stage. Academic planning was carried out in a structured manner through *salamik* activities and coordination at the beginning of the year, enabling strong integration between facilitators and the community in the implementation of learning. The learning process is then realized through project-based and real-world learning experiences that form the core of the learning journey, allowing students to gain authentic experiences relevant to their social and professional contexts.

The success of implementing CBL and PjBL in supporting the formation and discovery of students' interests and talents is influenced by various interrelated factors, including the vision, mission, and pillars of education at Sekolah Alam Bogor, the role of the community or partner entities, the capacity of teachers or facilitators, and the active involvement of students. On the other hand, these factors also have the potential to become obstacles if they are not supported by optimal readiness and synergy among the parties involved. Strengthening the implementation of CBL through a project-based learning approach has been proven to accelerate the process of exploring students' interests and talents, as reflected in the implementation of the I Can Project at SMX–School of Makers, which is a form of authentic evaluation of individual learning achievements. In addition, the establishment of learning maps at each level of education at Sekolah Alam Bogor, from preschool, elementary school, middle school, to SMX–School of Makers, serves as a systematic framework that guides the process of discovering the potential and direction of student development in a sustainable manner.

Strengthening the implementation of CBL can still be done by increasing the involvement of communities or partner entities to align with the educational mission of Sekolah Alam Bogor. A number of communities that are members of the “*Komunitas Salam*” have not fully participated in the learning curriculum, so opportunities for collaboration are still open for development. The role of the community can also be optimized through the provision of technical guidance related to the learning process applied at Sekolah Alam Bogor, especially in community internship activities. In this context, the community is expected to be able to design learning programs, curricula, and syllabi that are in line with the education level and interests of the students. Further research development can be directed at adding variables related to increasing the entrepreneurial spirit of students, especially at the secondary school and SMX–School of Makers levels, in order to enrich the understanding of the impact of CBL implementation on the readiness of students to face the real world.

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