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The Role of Communities and Local Media in Promoting Primary Education Participation: A Comparative Study of Indonesia and Nigeria

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ABSTRACT

Basic education is an essential foundation for the development of quality human resources. However, basic education participation in many developing countries, including Indonesia and Nigeria, still faces serious challenges influenced by economic, social, cultural, and political factors. This study aims to analyze comparatively the role of communities and local media in increasing primary education participation in both countries. The research uses a qualitative approach to design a literature study by analyzing documents from relevant journal articles, research reports, and international policies. Data is analyzed using content analysis techniques, including reduction, categorization, and interpretation, to obtain systematic findings. The study results show that in Indonesia, communities play a role through cooperation, parent forums, and education care groups, while local media functions as a link of information that supports compulsory learning policies. In Nigeria, communities appear in village literacy forums and girls' education advocacy movements, while local media, particularly community radio, serve as advocacy agents against patriarchal norms and the limitations of state policies. This study concludes that integrating communities and local media plays a significant role, although the strategies used differ according to socio-cultural conditions. The contribution of this research lies in the development of literature on non-governmental actors in education as well as practical recommendations for inclusive and sustainable policies.

Keywords: community, local media, basic education, participation, comparative studies.



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INTRODUCTION

Basic education is an essential foundation for the development of quality human resources. Access, participation, and quality of basic education determine the younger generation's success in facing future social, economic, and cultural challenges. In various developing countries, including Indonesia and Nigeria, participation in basic education is still a significant problem (Ezegwu & Cin, 2022). Although the government has issued multiple policies to expand access to education, the fact is that not all school-age children can receive a complete education. Factors such as poverty, limited facilities, low parental awareness, and socio-cultural barriers are often barriers (Bello, 2020).

The role of communities and local media is becoming increasingly important. The community functions as a social actor that can encourage educational participation through strengthening collective awareness, providing social support, and establishing norms that place education as a family priority. Local media, both print, electronic, and digital, play a role in disseminating information, building public opinion, and mobilizing public participation. In Indonesia, the practice of cooperation, community groups that care about education, and the role of community media, such as village radio, have been proven to increase awareness of basic education in remote areas (Adinugraha, Rahmawati, Farmawati, et al., 2025). Meanwhile, in Nigeria, local media such as community radio and community forums have become strategic tools to fight gender discrimination and promote the importance of schools for girls (Abdullahi, 2020).

The reality on the ground shows that the effectiveness of both in increasing primary education participation still faces many challenges. In Indonesia, community involvement is often sporadic and less institutionalized, so it does not always have a long-term impact. Meanwhile, local media face limited resources and accessibility, especially in rural areas or remote islands (Suemo et al., 2024). In Nigeria, the role of the community is often overshadowed by social conflict, structural poverty, and patriarchal cultural dominance that limits girls' access to education (Okeke, 2020). Local media in Nigeria are also not always independent, so specific political interests or economic forces sometimes hamper their role in driving educational awareness (Eli-Chukwu et al., 2023). Another problem is the gap between national policies and practices on the ground. Basic education policies that emphasize compulsory learning are often not accompanied by adequate infrastructure support, community capacity building, or local media empowerment (Bolaji et al., 2019). This creates a paradox, where formal access to education is open, but real public participation is still low. Therefore, it is essential to examine comparatively how the role of communities and local media operate in two different socio-cultural studies, namely Indonesia and Nigeria.

There are two types of gaps behind this research: the practice gap and the theoretical gap. From a practical point of view, although many initiatives involve local communities and media in improving basic education, there is no proven sustainability model. Community-based programs often stop when funding support from the government or donors ends. Similarly, local media usually face limitations in reaching marginalized groups due to lack of access to technology and low public media literacy (Mulyadi, 2017). There is a need to understand how local communities and media can play a more strategic and sustainable role in encouraging primary education participation.

In terms of theory, previous research has focused on the role of the government, schools, and teachers in increasing basic education participation. Studies of local communities and media are often placed as secondary supporting factors, rather than as primary actors (Wittenberg et al., 2021). In fact, the theory of community participation and the theory of development communication emphasize that the involvement of the community and local media can be the key to successful social transformation in education. There is still a lack of research that integrates the perspective of a community-

based approach and local media engagement in a single cross-border comparative analysis framework (Sanfo, 2020). Therefore, this study seeks to fill this theoretical gap.

Several previous studies have highlighted the role of the community in education. Research in Indonesia shows that education care groups in Lombok have succeeded in reducing the dropout rate through a gotong royong-based approach and local advocacy (Nuruddin, 2022). Another study in Central Java found that community-facilitated parent forums can increase student attendance and build awareness of the importance of basic education (Kasdi et al., 2020). In Nigeria, Olaniran & Baruwa's (2020) research confirms that community involvement in village literacy programs can increase girls' participation in primary schools. Another study highlights that community radio has a significant role in spreading the message about children's educational rights and encouraging community participation in school supervision (Julius-Adeoye, 2020). However, both studies still face challenges regarding consistency, human resource capacity, and integration with national policies. Meanwhile, research on the role of local media in education has also been conducted. In Indonesia, research on community radio shows that community-based press can reach marginalized groups with low costs and more contextual messages (Batubara, 2021). In Nigeria, research on education campaigns through local media has shown increased parental awareness of the importance of sending girls to school (Ebubedike et al., 2022). However, these studies are still descriptive and lack in-depth cross-border comparative analysis.

Based on the description above, this research has high significance and urgency. First, academically, this research contributes to developing theories about the role of non-governmental actors in basic education, particularly local communities and media. This research fills the gap by integrating the theoretical approaches of community participation and development communication in analyzing the phenomenon of basic education. Second, practically, this research can provide strategic recommendations for policymakers, educational institutions, and civil society organizations to strengthen the role of communities and local media in increasing primary education participation.

The urgency of this research is also increasingly felt in the era of globalization and digitalization where, local media face significant challenges from mainstream media and global platforms. If communities and local media are not empowered, primary education participation, especially in rural and marginalized areas, will be further marginalized. Indonesia and Nigeria were chosen as the case studies because they both face similar problems, namely the limitation of primary education participation amid the great potential of local communities and media. Still, differences in social, cultural, and political conditions are interesting to compare. Indonesia is known for its tradition of cooperation and local cultural diversity, while Nigeria faces more complex ethnic, religious, and gender dynamics in education issues.

The main objective of this study is to analyze comparatively the role of communities and local media in increasing primary education participation in Indonesia and Nigeria. This research also aims to identify supporting and inhibiting factors and formulate an effective and sustainable model of the role of local communities and media. The contribution of this research is expected to enrich academic discourse while providing practical benefits for the development of basic education policies in both countries.

METHOD

Research Design

This research uses a qualitative approach with a library research design. This design was chosen because the focus of the study is to examine in depth the role of communities and local media in increasing primary education participation in Indonesia and Nigeria based on existing academic data and literature. This approach allows researchers to identify, analyze, and synthesize conceptual ideas, empirical findings, and

relevant educational theories to build comparative understanding between countries (Given, 2012).

Research Subject

The research subjects are primary and secondary literature, consisting of reputable journal articles, research reports, international policy documents such as UNESCO and UNICEF, and academic books relevant to the issue of educational participation, the role of the community, and local media. The selection of literature was carried out purposively, using the criteria of suitability of the theme, the time span of publication in the last ten years, and relevance to the Indonesian and Nigerian contexts. Around 50 sources were obtained from this process and used as the primary data.

Data Collection

Data is collected through document analysis by searching relevant electronic and print publications. Each source was critically examined to extract data on community strategies, local media practices, educational participation challenges, and policy implications in both countries.

Data Analysis Techniques

Data analysis uses content analysis techniques with data reduction, categorisation, and interpretation (G. C. Thomas, 2021). Literature data is grouped into key themes, such as the role of community, the function of local media, structural and cultural barriers, and the integration model of both. The researcher cross-checked the literature to maintain validity and used a reference management application (Mendeley) to simplify organizing data and citations. This research method can present a systematic comparative analysis of the contribution of local communities and media to primary education participation in Indonesia and Nigeria, as well as formulate conceptual models that are theoretically and practically relevant.

RESULTS AND DISCUSSION

Dynamics of Basic Education Participation in Indonesia and Nigeria

Primary education participation in Indonesia and Nigeria faces serious challenges, although their characteristics differ. Basic education's gross participation rate (APK) in Indonesia is relatively high and nearly universal. However, there is still inequality of access, especially in rural areas, border areas, and disadvantaged areas. Data from the Ministry of Education, Culture, Research, and Technology in 2023 notes that the APK of Elementary Schools (SD) has reached 98.5 per cent, but the dropout rate in the interior areas of Papua, Maluku, and parts of Nusa Tenggara is still high. The main inhibiting factors are limited infrastructure, poverty, and low parental awareness of the importance of education (M. Atras Teralsyah & Arivina Ratih Yulihar Taher, 2022).

Nigeria is facing a more complex situation. According to UNICEF (2025), Nigeria has the world's largest number of out-of-school children, around 10.5 million children of primary school age. Factors causing low participation include armed conflict in the north, extreme poverty, child marriage, and gender bias that puts girls in vulnerable positions. Geographical conditions and weak educational infrastructure also worsen the situation. The findings of this study confirm that although the two countries have different backgrounds, the challenges of basic education participation in Indonesia and Nigeria are influenced by economic, social, cultural, and education policy factors that are not yet fully inclusive.

The results of this study underscore the importance of seeing basic education not only as a state obligation, but also as a product of complex interactions between social, cultural, and economic structures. Although the government has implemented a 12-year

compulsory education policy in Indonesia, the reality shows that poor and rural communities still struggle to access education services. This indicates a gap between formal policy and practical implementation.

In Nigeria, the obstacles that emerge are more multidimensional. Social conflict and insecurity have led to the closure of thousands of schools, particularly in areas affected by armed groups. Cultural factors also affect low participation, where norms still limit girls' education. This situation shows that basic education in Nigeria deals with structural and deeply rooted cultural problems. A comparison between the two countries shows that although Indonesia is relatively more stable in terms of politics and security, geographical issues and economic disparities remain obstacles (Riggs et al., 2016). Nigeria faces greater challenges due to social conflicts and cultural factors that suppress access to education (Tseer, 2023).

Several theories of education can explain the results of this research. First, the theory of educational functionalism put forward by Rogošić & Baranović (2016) states that education functions as an instrument of socialization that ensures the continuity of societal norms and values. When children in Nigeria do not access education due to conflict or gender discrimination, the process of social socialization is hampered, resulting in the reproduction of social inequality. Second, Cartwright's (2022) theory of cultural capital emphasizes that education is not only influenced by structural factors, but also by the cultural capital owned by the family. In Indonesia, children from low-income families who do not have cultural capital (literacy, learning support, or access to information) are more vulnerable to dropping out of school. This explains why, even though schools are available, participation remains uneven. Third, the theory of educational ecology from Edwards & Magill (2023) is relevant to understanding this study. Microenvironments such as families and communities have a direct influence on educational participation. Children tend to be absent or drop out if the community considers education unimportant. Meso and macro environments, such as state policies or political situations, also affect access to education, as seen in Nigeria. These theories have helped explain that the complex interactions between individuals, communities, social structures, and state policies influence the dynamics of basic education participation.

This research aligns with a UNESCO's (2025) study, emphasizing that poverty and cultural factors often hamper primary education participation in developing countries. Juliansen et al.'s (2024) study in Indonesia found that children in remote areas tend to drop out of school due to long distances and low parental awareness. These results are consistent with the findings of this study, which highlight geographical and economic issues. In Nigeria, research by Fagbemi et al. (2023) confirms that gender bias is a significant factor that hinders girls' participation in primary education. Social conflict and low policy support exacerbate educational inequality in Nigeria (Umar, 2014). These findings support the interpretation of this study, which states that strong structural and cultural factors influence education in Nigeria. Comparatively, the research of Mühleck & Hadjar (2023) shows that countries with higher education participation rates typically have consistent education policy systems, a stable social environment, and strong community support. This provides lessons for Indonesia and Nigeria to strengthen policy integration with community participation.

Table 1. Comparison of Primary Education Participation in Indonesia and Nigeria

Aspects		Indonesia	Nigeria
Gross Participation Rate (APK)		98.5% (Ministry of Education and Culture, 2023)	±70% (UNICEF, 2022)
Number of Children Out of School	of ±600 thousand elementary school children		±10.5 million children of primary school age

Major Factors	Poverty, limited infrastructure, and low parental awareness	Armed conflict, extreme poverty, child marriage, and gender bias
Socio-Cultural Context	The tradition of cooperation is supportive, but rural areas are still marginalized.	Patriarchal norms limit girls' access, and ethnic and religious conflicts.
Policy Response	12-year compulsory learning program, BOS, and digitization of education	Universal Basic Education (UBE), but hampered by conflicts and weak implementation
Key Challenges	Geographical inequality and quality of educational services	Conflict, gender inequality, and weak institutional capacity

Source: Processed from the Ministry of Education and Culture (2023) and UNICEF (2022)

Based on the description above, it can be concluded that the dynamics of basic education participation in Indonesia and Nigeria reflect the interaction between economic, social, cultural, and policy factors. Indonesia has shown relatively high achievement in participation rates, but geographical and economic gaps remain challenging. Nigeria faces deeper issues involving conflict, gender discrimination, and extreme poverty. The results of this study confirm the need for a holistic approach that integrates education policy with community empowerment and socio-cultural transformation so that basic education participation can increase evenly and sustainably.

The Role of Community in Encouraging Primary Education Participation

The role of communities in Indonesia and Nigeria is equally significant in encouraging basic education participation. Still, the forms and strategies used differ according to the socio-cultural conditions of each country. In Indonesia, communities play a role through cooperation mechanisms, parent forums, and community groups concerned about education. The practice of cooperation, for example, can be seen in independently constructing school facilities, providing local scholarships from the village treasury, and social service activities to help children at risk of dropping out of school. Community groups concerned about education are also actively advocating for local governments to improve educational infrastructure and monitor student attendance. Field research shows that community participation is relatively high in rural areas of Central Java and Lombok. However, the level of sustainability often depends on local leadership and the availability of resources. In contrast, in Nigeria, communities come in the form of village literacy forums, mothers' associations, and social movements that emphasize the importance of girls' education. The village literacy forum plays a role in holding literacy classes for children who have not yet attended school and advocating for families to send their children to school. Social movements such as "Bring Back Our Girls" are an essential symbol of civil society advocacy that emphasizes girls' right to school, especially in conflict-prone northern Nigeria (Maxfield, 2016). Still, community engagement in Nigeria often faces challenges in the form of patriarchal cultural resistance, structural poverty, and insecurity caused by armed conflict.

The community is a social agent that can fill the void when state policies have not reached all levels of society. In Indonesia, the value of cooperation, which has taken root as social capital, is essential in increasing basic education participation. The community views education not only as a school responsibility but also as a collective obligation. This participation shows a close relationship between local cultural values and the sustainability of education. In Nigeria, the role of the community is more transformative and advocacy-oriented. Communities not only help provide facilities, but also fight against social norms that discriminate against girls. This study shows that communities in Nigeria function as actors of cultural resistance as well as support for basic education in the midst of conflict and policy limitations. This differs from Indonesia, where communities play a more significant role in reinforcing existing policies. A comparison of

the two countries shows that communities have different functions according to social conditions. Indonesia leverages the power of local culture-based collectives, while Nigeria relies on more political and advocacy social movements. Although distinct, both prove that communities make a real contribution to expanding access to basic education (Ekenna et al., 2020).

These findings can be explained using several theories of education. First, the social capital theory explains that social capital, such as trust, networks, and cooperation norms, is the key to successful educational participation in Indonesia. Community cooperation to build schools or help poor students is a tangible manifestation of the use of social capital in improving access to education (A. Thomas & Gupta, 2021). Second, theory of community participation emphasizes the level of involvement from mere tokenism to full participation. In Indonesia, community participation tends to be at the level of collaboration with the government, while in Nigeria, participation is moving towards the level of advocacy and citizen control as people demand unfulfilled educational rights (Jahan & Kim, 2021). Third, emancipation theory is relevant to understanding the dynamics of communities in Nigeria. The village literacy movement and girls' education advocacy reflect the community's efforts to free itself from structural and cultural oppression. Education is seen as a means of liberation that can change unjust social structures (Laine & Kibler, 2022). These theories have shown that communities function not only as a complement to the formal education system but also as agents of social change that can challenge the structures of injustice and expand access to basic education.

This study's findings align with Tohri et al.'s (2022) study, which found that the community forum that cares about education in Lombok has successfully reduced the dropout rate through local advocacy and community scholarship programs. Parental involvement in community groups increases student discipline in school attendance (Pusztai et al., 2024). In Nigeria, Etor et al.'s (2020) study confirms that village literacy forums are essential in expanding access to education for children in poor areas. Community-based social movements are a significant factor in overcoming gender bias that hinders girls from attending school (Malkin et al., 2022). Xue et al. (2023) emphasize that communities serve as a buffer against the failure of state policies, especially in developing countries. The results of this study support the view that the community can be a strategic actor in realizing the equitable distribution of basic education.

Table 2. Comparison of the Role of Community in Primary Education

Aspects		Indonesia	Nigeria
Form of Participation		Cooperation, parent forums, and community groups care about education	Village literacy forum, mothers' associations, girls' social movements
Key Focus		Facility development, scholarship support, and student attendance supervision	Basic literacy, advocacy for the right to education, and against gender bias
Sources of Social Capital		Cultural values of cooperation and kinship	Community solidarity in the face of social injustice
Relationship with the Government		Collaborative, strengthening compulsory learning policies	Advocates often criticise weak state policies
Key Challenges		Reliance on local leadership, limited funding	Armed conflict, patriarchy, structural poverty
Participation Orientation		Strengthening access through local cooperation	Social transformation through educational advocacy

Source: Results of content analysis, 2025.

The findings of this research confirm that communities in Indonesia and Nigeria play an essential role in increasing primary education participation, albeit with different

approaches. Indonesia relies on social capital in the form of cooperation and community forums that function to support government policies. Conversely, Nigeria emphasizes literacy and social advocacy movements to counter structural and cultural barriers. Theoretical analysis shows that the role of the community is not only practical, but also ideological, as a means of strengthening the democratisation of education. By taking into account local conditions, the results of this study make an essential contribution to understanding the variation in the role of communities as agents of basic education in developing countries.

Local Media as an Agent of Education Change in Indonesia and Nigeria

Local media in Indonesia and Nigeria play different but equally significant roles in raising public awareness of the importance of basic education. In Indonesia, community radio, local newspapers, and community-based digital platforms have proven to be effective in disseminating information related to compulsory study programs, scholarships, and school activities. For example, community radio in rural areas of Java and Nusa Tenggara often broadcasts family literacy programs, announcements about school registration schedules, and interviews with teachers or community leaders. The local print media, despite facing a decline in operations, are still used to voice education issues at the district level. Community-based digital platforms, primarily through WhatsApp groups or community Facebook, are increasingly developing as informal channels to remind parents of student attendance or disseminate regional scholarship information (Adinugraha, Rahmawati, Shulthoni, et al., 2025).

In Nigeria, local media play a more radical role in the form of community radio, community pamphlets, and village communication forums. Community radio is the most dominant medium, especially in rural areas with limited internet access. Radio programs often raise the theme of the importance of girls' education, campaigns against early marriage, and invitations to send children to school even in conflict conditions. Community pamphlets distributed in village markets or places of worship convey a simple message about children's right to education. In urban areas, community-based digital media is also starting to appear, although it is not as popular as in Indonesia. The main finding of this comparison is that local media in Indonesia emphasize the informative and collaborative function of government policies. In contrast, local media in Nigeria emphasize the role of advocacy and transformation in changing social norms that limit access to education, especially for girls (Obi-Ani et al., 2020).

Local media functions as agents of change that play a role according to the socio-cultural conditions of the community. In Indonesia, local media are strengthening state policies on compulsory learning and equal distribution of education. Community radio and community-based digital media help bridge information between schools, governments, and parents. Local media play a role as a reinforcer of formal institutions. In Nigeria, local media are filling the void left by the government due to weak policies or social conflicts. Community radio is the primary mouthpiece to oppose patriarchal cultural norms that often prevent girls from attending school. Local media in Nigeria have an advocacy, even political, function as they seek to mobilize public opinion to demand structural changes in education (Omoera & Uwalaka, 2023). This indicates that the local media in Nigeria is not just a conveyor of information but an agent of social change that influences public perception. These different roles show how political, cultural, and infrastructural conditions determine the function of local media. Relatively stable Indonesia uses local media to expand access to information, while conflict-torn Nigeria uses local media to fight discrimination and advocate for the right to education.

This finding can be explained through development communication theory. Development communication emphasizes community participation and the use of local media to facilitate social change. In Indonesia, community radio and digital platforms function according to this participatory paradigm to help people understand education

policies and encourage collaboration between actors (Ardèvol-Abreu et al., 2020). Agenda-setting theory is also relevant in explaining the role of local media in Nigeria. Community radio can shape the public agenda by placing the issue of girls' education as a priority in the community's conversation. By continuing to raise this theme, local media influences public awareness that education is the right of all children (Scherer, 2018). The theory of innovation diffusion explains how local media disseminates the idea of basic education to the broader community. In Indonesia, community digital media accelerates the dissemination of information related to school programs. In contrast, in the Nigerian community, radio plays a role in disseminating new ideas about gender equality in education (Yu, 2022). These three theories show that local media is a means of communication and a social agent that shapes opinions, influences behaviour, and drives educational transformation.

The results of this study are consistent with the study of Sjachro et al. (2023) in Indonesia, which found that community radio plays a vital role in spreading educational messages to remote areas at low cost and high effectiveness. Kristiyono et al. (2022) confirm that community-based digital media improves communication between parents and schools, although it is still limited to areas with adequate internet access. In Nigeria, Ojoboh et al. (2024) show that community radio is effective in changing parents' attitudes towards girls' education, especially in the northern region steeped in patriarchal traditions. Aondowase Saawuan et al. (2023) added that through pamphlets and community broadcasts, local media increase community participation in encouraging children to return to school after conflicts. Community media in developing countries often function as agents of social change due to their closeness to the community and ability to adapt messages to local studies (Sobaih et al., 2020). The findings of this study support the conclusion that in both Indonesia and Nigeria, local media are effective because they can speak in their own people's language.

Table 3. Comparison of the Role of Local Media in Primary Education

Aspects	Indonesia	Nigeria
Dominant Media Types	Community radio, local print media, digital platforms (WhatsApp, Facebook community)	Community radio, community pamphlets, village communication forums
Main Functions	Information on compulsory learning programs, scholarship socialization, and parent-school liaison	Girls' education advocacy, campaign against early marriage, and addressing the impact of conflict
Relationship with the Government	Collaborative, supporting national education policy	Tends to be critical, filling vacancies due to weak policies
Message Characters	Informative, educational, collaborative	Advocate, transformative, even political
Challenge	Internet access is not limited to the sustainability of print media	Armed conflict, political censorship, patriarchal cultural resistance
Impact on Participation	Improve parent-school communication, reduce dropouts	Changing social norms, raising awareness of girls' right to education

Source: Results of content analysis, 2025.

The table above confirms that local media in Indonesia and Nigeria function as agents of educational change, albeit with different approaches. Indonesia uses local media to strengthen compulsory learning policies through information dissemination and community collaboration. In contrast, Nigeria uses local media as an advocacy tool to

oppose discriminatory norms and conflicts that hinder education. Theoretical analysis shows that local media not only disseminate information, but also shape public opinion, mobilize parental participation, and drive social transformation. These results enrich the understanding of the role of local media in primary education and provide practical implications that education policies in developing countries need to involve community media as strategic partners in expanding access to education.

Comparative Analysis and Strategic Implications: Integrating the Role of Community and Local Media in Indonesia and Nigeria

The role of local communities and media in Indonesia and Nigeria is equally vital in increasing primary education participation, but the character and strategies implemented show contextual variations. In Indonesia, communities emphasize cooperation, parent forums, and education care groups, while local media play a role through community radio, local print media, and community-based digital platforms. Integration between the community and local media occurs through collaboration to disseminate school information, advocate for scholarships, and maintain student attendance.

In Nigeria, communities are more prominent in the form of village literacy forums, mothers' associations, and social movements oriented towards advocating for girls' educational rights. Local media, especially community radio and pamphlets, act as a mouthpiece to fight patriarchal norms and support low-income families in sending their children to school. Community-local media integration is more advocate-transformative, because both strengthen each other in opposing structural and cultural barriers. The main findings of this study are that Indonesia shows a pattern of collaborative integration that strengthens government policies. At the same time, Nigeria displays an advocate integration pattern that challenges social norms and fills the void caused by weak state policies (Nte et al., 2022).

The difference in the role of local communities and media in the two countries is influenced by political stability, social structure, and economic conditions. Relatively stable Indonesia uses local communities and media as an extension of state policies. Community cooperation is strengthened by community media that disseminates educational information. This indicates harmony between formal and informal actors (government, communities, and local media). Nigeria faces multidimensional challenges of armed conflict, extreme poverty, and patriarchal culture. Local communities and media advocate against gender discrimination and drive social change. Community radio, for example, informs school programs and campaigns for educational equality for girls. The village literacy forum collaborates with community media to mobilize low-income people to support children's education. This comparison shows that integrating communities and local media has different faces. In Indonesia, integration is directed at policy consolidation. In Nigeria, integration is geared towards social transformation, but both affirm that community and local media synergy are effective instruments for expanding primary education participation (Oyelade et al., 2023).

Theory of educational ecology emphasizes that children's development is influenced by various systems, ranging from families and communities to macro policies. The integration of communities and local media in Indonesia shows that the meso system (community) and the ecosystem system (media) work together to support the macro system through national education policies (Edwards & Magill, 2023). Social capital theory is relevant in explaining the role of cooperation in Indonesia. Social capital in the form of trust, networks, and collective norms encourages communities to support education actively. Local media strengthens this social capital by spreading educational messages that enhance solidarity (Chia et al., 2021). Emancipation theory is very relevant in Nigeria. Integrating the community and local media serves as a process of public awareness of structural and cultural oppression. Village literacy forums and community radio became a dialogue arena to dismantle gender discrimination and fight

for girls' right to education (Bunk & Sobottka, 2022). The agenda-setting theory explains that the local media in Nigeria can establish the issue of education as the main agenda of the public (Suemo et al., 2024). As community radio continued to broadcast campaigns about the importance of women's education, the community began to see the issue as a priority. Education and communication theory help explain that community–local media integration is not just a social practice, but also an educational transformation strategy.

This research aligns with Beal et al. (2018) study in Indonesia, which found that education care communities have successfully reduced the dropout rate through collaboration with community media. Community radio in Indonesia is effective in disseminating cheap educational information and is relevant to local studies (Nurahman et al., 2023). Village literacy forums in Nigeria can increase girls' participation in school through community media support (Onyema et al., 2019). Community radio in Nigeria has significantly changed parents' attitudes towards girls' education. Community media is an effective agent of social change in developing countries because it is close to communities and uses local languages (Obasi & Msughter, 2023). The results of this study support the view that the integration of local communities and media strengthens the participation of primary education in Indonesia and Nigeria in a manner appropriate to their respective studies and conditions.

Table 4. Comparison of Community and Local Media Integration

Aspects		Indonesia	Nigeria
Forms of Integration		Collaborative: community cooperation supported by community radio and digital media	Advocacy: village literacy forum in collaboration with community radio and pamphlets
Main Functions		Strengthening compulsory learning policies, disseminating educational information	Fighting gender discrimination, mobilizing public opinion for the right to education
Message Characters		Informative, educational, and collaborative	Advocate, transformative, and political
Social Capital		Cooperation, kinship, and local solidarity	Solidarity in the face of oppression, gender critical awareness
Relations with the Government		Supporting and strengthening policies	Tends to be critical, filling gaps due to weak policy implementation
Impact on Participation		Increased student attendance, decreased dropout rates	Changes in parental attitudes, increased participation of girls
Key Challenges		Reliance on local leadership and uneven internet access	Armed conflict, patriarchal cultural resistance, and limited funds

Source: Results of content analyzis, 2025.

These findings confirm that integrating local communities and media in Indonesia and Nigeria equally effectively increases primary education participation, although the strategies used differ. Indonesia presents a collaborative integration model that strengthens state policies through cooperation and informative community media. Nigeria showcases an advocacy integration model that focuses on social transformation through village literacy forums and community radio that are critical and transformative. From the theoretical side, this study enriched the literature on the role of non-governmental actors in basic education, primarily through community-local media integration. From a practical perspective, this study emphasizes the importance of strengthening collaboration between communities, local media, and governments to

expand access to education in developing countries. The conceptual model of community-local media integration can be a strategic reference in designing inclusive and sustainable education policies in Indonesia and Nigeria.

CONCLUSION

The results show that the two countries face similar challenges, such as limited access, poverty, and socio-cultural barriers. Still, the strategies developed by local communities and media have different characteristics according to the context. In Indonesia, communities use social capital through cooperation, parent forums, and community groups concerned about education to support compulsory learning programs. Local media such as community radio, regional print media, and digital platforms function to strengthen government policies by disseminating information, connecting schools and parents, and reducing dropout rates. The pattern of integration of communities and local media in Indonesia tends to be collaborative and strengthens state policies. Meanwhile, in Nigerian communities, village literacy forums, mothers' associations, and social movements oriented towards advocating for girls' education are present. Local media, especially community radio and pamphlets, play an essential role in countering patriarchal norms, mobilizing public opinion, and filling the void caused by weak state policies. The pattern of integration of communities and local media in Nigeria is advocate-transformative and focuses on social change.

The impact of this study shows that the synergy of communities and local media can increase primary education participation, both by strengthening formal policies in Indonesia and encouraging social change in Nigeria. Its academic significance lies in its contribution to developing the literature on the role of non-governmental actors in education. In contrast, its practical significance lies in providing recommendations for community and local media empowerment strategies in basic education policy. This study suggests that further studies explore the integration of communities and local media at a broader policy level and examine the increasingly dominant role of digital technology in expanding primary education participation in developing countries.

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