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Principal Leadership Based on Local Wisdom in Developing Quality Culture at SD Negeri Banjarsari 5 Serang City

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A B S T R A C T

This study was motivated by concerns about the low literacy levels of elementary school students and the weakening of national character values among students. The purpose of this study was to analyze the leadership of the principal of SD Negeri Banjarsari 5 Kota Serang in developing a culture of quality based on local wisdom. The approach used in this study was a qualitative approach with a case study method. This method was used to explore in depth the role of the principal in applying local wisdom values as a leadership strategy, identifying leadership characteristics, and the form of quality culture implemented in the school. Data was collected through interviews, observations, and documentation, then analyzed using data reduction, data presentation, and conclusion techniques. The results of the study indicate that school leadership based on local wisdom significantly contributes to building a culture of quality in schools. School principals apply local values such as togetherness, mutual cooperation, religiosity, exemplary behavior, and discipline as the foundation for school management. This study concludes that school leadership that integrates local wisdom is capable of creating a school environment conducive to the development of a quality culture in elementary schools.

1. Introduction

Education is the most strategic element in creating a developed country. This is because education is a conscious effort to pass on cultural heritage from one generation to the next. Education can create a superior and productive generation, according to Rahman et al. (2022). Education is also used as a process of adding to, improving, and changing a person's knowledge, skills, and behavior to enlighten human life through guidance, teaching, and training. A process in education is carried out actively and dynamically to achieve a goal, according to Amelia et al. (2022). To produce high-quality and productive human resources, a high-quality educational process is required. High-quality education does not arise spontaneously, nor does it emerge solely from complete facilities; rather, it requires proper planning, organization, implementation, and evaluation, according to Minsih

et al. (2019). There are various aspects that need to be considered to produce quality education, such as government policy, educational management, human resources, educational fund management, and other complementary aspects, according to Sucitra et al. (2024).

A high-quality school has a distinctive characteristic, namely a focus on educational services that demonstrate its competence in satisfying all parties, both internal and external to the school, according to Widodo (2019). Meanwhile, according to Haryanto (2021), customer satisfaction must be the main focus of all quality management efforts and activities. Quality is defined as the comprehensive description and features of a product or service that demonstrate its capacity to meet both explicit and implicit needs. Given the rapid advancements of modern times, the existence of high-quality schools is an absolute necessity that cannot be compromised, as emphasized by Akhmad (2019). Undoubtedly, high-quality schools possess a strong culture of quality.

The principal is responsible for overseeing all school resources and working with teachers, support staff, and other staff members to build a successful and beneficial learning process to meet educational goals. (M. Sahrawi Saimima, 2016; Lelo Sintani et al., 2022; Berlianto, 2023). Additionally, the school principal must also be able to collaborate and cooperate with external parties such as the community, the business sector, and the industrial sector to jointly participate in improving the quality of education. The primary function of school leadership is to influence and facilitate the efforts of educators and educational staff, both individually and collectively, so that they can synergistically perform their duties effectively to achieve the school's objectives (Hidayat & Wulandari, 2020; Mulyadi, 2010).

As a leader, the school principal plays a crucial role in every aspect of educational implementation at the school. The school principal has a significant impact on the school's quality culture, according to Wayan Agus Gunada et al. (2024). Thus, the school principal is a key factor in the advancement or decline of a school's quality. A school principal faces considerable challenges in developing a culture of quality in schools. The rapid development of information technology has led to a massive influx of information and entertainment that often contains values that are inappropriate and incompatible with the character of the nation's culture, and this has a significant influence on shaping the character of students. The issue of education quality is also a hot topic of discussion everywhere. The literacy skills of Indonesian children are still considered low. The results of the 2022 PISA assessment show that Indonesia's performance remains below that of neighboring countries such as Singapore, Malaysia, and Thailand. Given these facts, there is a need for creative and innovative school principals with the necessary competencies to address these challenges.

In carrying out their leadership functions, school principals need to apply an approach that integrates leadership with local wisdom. Local wisdom itself, as defined in the English-Indonesian dictionary, consists of two words: wisdom and local. Local means local, and wisdom means wisdom. Meanwhile, “wisdom” refers to wisdom, values, or perspectives. In other words, local wisdom can be interpreted

as the beliefs, ideas, values, and perspectives of a particular region, which are deeply rooted and firmly held by the members of the community, characterized by wisdom, full of insight, and having value, according to Apriliani & Justitia (2021). Local communities use various intangible and prospective methods of living to overcome various problems and meet their basic needs. This is known as local wisdom, or in other words, it is often interpreted as "local community policy," "local wisdom," "local knowledge," or "local intelligence" (Fauzi & Siswati, 2024). According to Wibawa & Awaliah (2023), local wisdom is the perspective and knowledge of a community, which may include values upheld in daily life. Therefore, local wisdom can be a great potential in helping to create a quality education process. Research on the topic of local wisdom integrated with school principal leadership in developing a culture of quality is very important and urgent to be carried out, considering the strategic role of education in shaping character and the quality of human resources.

In line with this explanation, the implementation of school principal leadership that applies local wisdom in developing a culture of quality, according to the researcher's perspective, has been practiced by the principal of SD Negeri Banjarsari 5 Kota Serang. This school is a high-achieving institution in both academic and non-academic fields. Additionally, it is recognized as a child-friendly school and an eco-school, with one of its flagship programs being urban farming, which involves gardening on limited land. Another notable aspect of this school is the integration of local wisdom values into the educational process. The application of local wisdom values in the educational process at this school aims to meet national education standards as a benchmark for determining quality.

This study aims to determine (1) how the principal's leadership strategy based on local wisdom develops a culture of quality, (2) what the characteristics of the principal's leadership are, and (3) how a culture of quality based on local wisdom is developed at SD Negeri Banjarsari 5 Kota Serang.

2. Methodology

Based on the characteristics of the research to be carried out, this research uses a qualitative approach, with a case study method. This research was conducted from January to April 2025 with the intention of revealing logically, systematically, and empirically the phenomena that occurred at SD Negeri Banjarsari 5 Serang City. Researchers observed the implementation of local wisdom-based principal leadership in developing a quality culture. The implementation of this research is an activity to observe the strategies used by principals in carrying out their leadership, the characteristics of leadership that emerge, and the type of local wisdom-based quality culture implemented in schools.

Qualitative research as stated by Bogdan and Taylor in (Lexy J. Moleong, 2021): "Qualitative methodology is a research procedure that produces descriptive data in the form of written or spoken words from people and observed behavior". Data collection techniques were carried out in three ways, namely observation,

interviews, and document studies. The data analysis technique used in this research is a qualitative data analysis technique as conveyed by Miles and Huberman, namely an analysis technique consisting of three activities, namely data reduction, data presentation, and conclusions drawing/verifying.

3. Result and Discussion

The following is a description of the research results based on the focus of the research objectives.

1. Leadership Strategy

The leadership strategy of local wisdom-based school principals in developing a quality culture is identified in the following explanations:

a. Applying Participative Leadership Style Based on Local Values

This leadership style is better understood by the principal of SD Negeri Banjarsari 5 as a togetherness. Everything related to school activities, whether intracurricular, co-curricular, or extracurricular, is all based on the basis of togetherness. The head of SD Negeri Banjarsari 5 applies this participatory leadership style has a good purpose in uniting all elements of the school, including teachers, education personnel, students, student guardians, and committees, who are always involved in school programs in accordance with their goals. Some of the benefits of togetherness or mutual cooperation in improving the quality of education in accordance with the SNP can be seen in table 1 below:

Table1. SNP Quality Improvement Data based on participatory leadership strategy

SNP	Implementation
Facilities and Infrastructure Standards	Building toilets and school gardens through student guardian giting royong at the initiation of the committee
Management Standards	Successfully became an adiwiyata school at the Banten provincial level thanks to the cooperation of all school members
Financing Standards	Student guardians voluntarily help the school in the form of "urunan" to support school programs.

b. Integrating Local Cultural Values in Curriculum and Learning

In the education unit curriculum (KSP) in the socio-cultural section, it is explained that SD Negeri Banjarsari 5 implements a social care program for all school residents, then the 5S program (smile, greeting, greeting, politeness, and courtesy). Furthermore, as a form of participating in preserving the local culture and traditions of the Serang City community, SDN Banjarsari 5 also includes the subjects of Basa Jawa Serang and Pencak Silat as compulsory local content at school.

SDN Banjarsari 5 also integrates these cultural values into the learning process. Positive values from local culture are instilled by teachers to students through learning activities by giving advice, or linking subject matter with good local cultural values. The teacher even uses the CRT (Culturally Responsive Teaching) approach in implementing his learning. The integration of local cultural values in

the curriculum and learning can improve quality according to SNP. The improvement in quality can be seen in table 2 below:

Table 2. SNP Quality Improvement Data based on cultural value integration strategies in curriculum and learning

SNP	Implementation
Graduate competency standards	Graduates of SDN Banjarsari 5 are ensured to have mastered reading and writing the Qur'an, Serang Javanese basa, and pencak silat moves, have good character, behave politely, and all graduates continue their education.
Content standards	Javanese language and pencak silat as local community culture become mulok subjects.
Process standards	Teachers carry out learner-centered learning, namely using problem-based learning (PBL) and project-based learning (PJBL) learning models.

c. Building a School Climate with Character and Based on Local Wisdom

SD Negeri Banjarsari 5 continues to strive to build a school climate with character and local wisdom. Some examples of efforts that have been made are instilling work ethic for teachers and students by applying discipline in every activity accompanied by standard operating procedures (SOP), making special symbols that are characteristic of the people of Serang City in the form of pegon Arabic writing in several places as information juxtaposed with Indonesian writing, and making rules that require all school residents to apply 5S (smile, greeting, greeting, polite, polite) on every occasion. The school climate that is characterized and based on local wisdom is proven to improve the school's quality culture. The improvement in quality can be seen in table 3 below:

Table 3. Data on SNP Quality Improvement Based on the Strategy of Building a School Climate with Character and Based on Local Wisdom

SNP	Implementation
Management standard	Managing the school to be a safe, comfortable, and conducive and enjoyable place for KBM.
Process standards	Learning process are learner-centered, using innovative and interactive learning models and media.
Assessment standards	A quality process will get good results.
Educators and education personnel standards	Human resources need to be improved to support the process of creating a school climate.

d. Increasing the Role of Neighboring Communities and Society in School Development

SD Negeri Banjarsari 5 is a school that collaborates with several communities. Data obtained by researchers both from interviews and the results of document studies, SDN Banjarsari 5 has collaborated with the Banten Girang Health Center, the Environmental Service (DLH), the Fire Department (DAMKAR), the Police (Cipocok Jaya Police Station), the TNI (KORAMIL Cipocok Jaya), Sultan Ageng Tirtasyasa University (UNTIRTA), Bank Indonesia (BI) Serang City area, and Banjarsari Village. The strategy of establishing partnerships with surrounding communities and society has been proven to help improve the school's quality

culture in accordance with the SNP. The improvement in quality can be seen in table 4 below:

Table 4. Data on SNP Quality Improvement Based on the Strategy of Building Partnerships with Neighboring Communities and Society

SNP	Implementation
Management standards	Collaboration with the community and surrounding communities helps schools in the management of education
Facilities and infrastructure standards	The community and the surrounding community participate voluntarily in helping schools meet the needs of facilities and infrastructure needed by schools
Process standards	Communities and communities become guest teachers in class according to the topic.
Financing standards	The community and the surrounding community contribute to school funding, in accordance with their authority.

e. Implementing Exemplary Leadership

The principal in this context becomes a role model in all positive activities, such as discipline, integrity, hard work, mutual cooperation, caring, and others, so that this can be an example for school members who will then be embedded with trust and loyalty so that it can be a great capital to achieve common goals. Exemplary-based leadership implemented at SD Negeri Banjarsari 5 directly impacts the development of a quality culture. Exemplary-based leadership contributes to the development of a school quality culture. This improvement in quality can be seen in table 5 below:

Table 5. Data on SNP Quality Improvement Based on Leader Exemplary Strategy

SNP	Implementation
Management standards	A leader who has gained the trust and loyalty of his subordinates will easily manage the organization.
Standards of educators and education personnel	Principals who apply exemplary will affect the professionalism of teachers and education personnel.
Process standards	Exemplary leaders affect teacher performance in carrying out the learning process.

2. Leadership Characteristics

There are distinctive characteristics that can be found from the principal's leadership style in improving quality culture as a characteristic of a leader in educational institutions. Based on the research conducted, researchers can suggest the characteristics of the leadership of the principal of SD Negeri Banjarsari 5 are as follows:

a. Deliberation and Mutual Cooperation

The data obtained revealed that one of the characteristics of the leadership style of the principal of SD Negeri Banjarsari 5 is deliberation and mutual cooperation. All activity programs are started and carried out with deliberation and mutual cooperation by all school members, even the school also cooperates with external parties who are in line to improve the quality of education at SD Negeri Banjarsari 5.

b. Being a role model

The principal of SD Negeri Banjarsari 5 is a leader who can be a role model for all school members. The indicator is that the principal is not only limited to giving orders but participating directly in running every school activity program.

c. Culture-based Character Education

Culture-based character education carried out by SD Negeri Banjarsari 5 is reflected in the school vision, namely "The realization of students with character, achievement, global thinking, and environmental insight". From the vision, it is clearly illustrated that culture-based character education has indeed become the main topic outlined directly in the school vision. Culture-based character education is also integrated in daily learning and habituation. Therefore, SD Negeri Banjarsari 5 becomes a school that has characteristics as a school that implements character education with a cultural base.

d. Development of Local Value-Based School Environment

Researchers obtained data that the principal as the manager and policy holder in the education unit has attempted to develop a local culture-based school environment. The environment includes physical and non-physical environments. Some of the efforts made are by creating a comfortable school garden as a means of learning and playing for students, fostering a spirit of togetherness with deliberation and mutual cooperation, habituation of 5S (senyam, salam, sapa, sopan, santun), religious habituation through the sajadah taqwa program, and several other activities that support the development of a school environment based on local cultural values.

e. Establishing Partnerships

Based on data from direct observation, interviews and document studies, it shows that SD Negeri Banjarsari 5 collaborates with various parties. The cooperation is proven to contribute to the improvement of school quality culture. This is a characteristic of the leadership of local wisdom-based principals from SD Negeri Banjarsari 5 Serang City.

f. Flexible and Adaptive to Change

The data states that principals, teachers, and education personnel are always open and ready with changes in education policy. The way that schools prepare themselves for these changes is by improving their competence through seminars, training and technical assistance. Meanwhile, for the school principal, this open attitude is not only in accepting changes, but also in accepting suggestions and input and willing to open up to collaborate with other parties to improve school quality. These attitudes taken by school principals are part of the realization of a flexible and adaptive attitude.

3. Quality Culture Based on Local Wisdom Implemented

Based on the explanation of the research data on leadership strategies and leadership characteristics of local wisdom-based principals in developing a quality culture at SD Negeri Banjarsari 5, it can be seen that the quality culture at the school is (a) Culture of Togetherness and mutual cooperation, with indicators involving all

parties in school decision making, holding regular mutual cooperation activities in maintaining the cleanliness and beauty of the school, and managing the school to be a safe, comfortable and conducive place for all school members in carrying out the teaching and learning process. (b) Exemplary culture, with indicators of arriving on time and actively participating in school activities, showing good attitudes, ethics and work ethic, and being innovative and inspiring, as well as being able to motivate others. (c) Religious culture, with indicators of carrying out routine religious activities, instilling character values through religious activities, and being consistent and consistent in carrying out religious activities. (d) A culture of deliberation and consensus, with indicators of holding regular meetings or meetings with teachers and school committees and involving other parties in decision making, such as teachers, education personnel, parents, committees, and students. (e) The culture of hard work, with indicators of planning, implementing, and evaluating activity programs well, all school members supporting each other in realizing a quality school, teaching students the value of never giving up and responsibility, and motivating teachers and students to continue to innovate in learning. (f) Culture of environmental care, with indicators of mutual cooperation to maintain the cleanliness and beauty of the school environment on a regular basis, utilizing the school environment as a means of learning, both learning academic education and character education, and making efforts to create a beautiful school environment.

4. Conclusion

The research on the topic of local wisdom-based principal leadership conducted at SD Negeri Banjarsari 5 Serang City has shown that local wisdom with its positive values has a significant role in improving the quality culture in schools with quality in accordance with SNP (National Education Standards). The positive values of local wisdom applied in school leadership patterns are able to create a safe, comfortable and conducive school environment for the development of a culture of quality. The principles of local wisdom such as deliberation, mutual cooperation, and exemplary leadership have been proven to strengthen togetherness and active involvement of all school members and the surrounding community in efforts to improve the quality of education in schools. Based on that, the integration of local wisdom in school leadership can be an effective strategy in efforts to build a culture of quality in a sustainable manner.

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