

THE PRINCIPAL'S APPROACH TO IMPROVING TEACHER PERFORMANCE AT SDN SUMUR DALAM BASED ON LOCAL WISDOM

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Abstract

This research aims to analyze the principal's strategy in improving teacher performance at primary school based on local wisdom. School principals have a central role in creating a conducive work environment and encouraging teachers to improve their professionalism and teaching quality. The research method used is a descriptive qualitative approach, with data collection techniques through observation, interviews and documentation. The research results show that school principals implement various strategies based on local wisdom, such as building a work culture based on the values of mutual cooperation, deliberation, and respect for teacher achievements. Apart from that, the school principal also provides support in the form of training, coaching and providing ongoing motivation. Internal and external factors that influence teacher performance are also analyzed to find more effective solutions. The implication of this research is the importance of adaptive and innovative school principal leadership in improving the quality of education. With the right strategy, teacher performance can be improved significantly, thereby having a positive impact on the quality of learning and student achievement.

Keywords: Principal Strategy; Teacher Performance; Local Wisdom.

Abstrak

Penelitian ini bertujuan untuk menganalisis strategi kepala sekolah dalam meningkatkan kinerja guru di sekolah dasar berbasis kearifan lokal. Kepala sekolah memiliki peran sentral dalam menciptakan lingkungan kerja yang kondusif serta mendorong guru untuk meningkatkan profesionalisme dan kualitas pengajaran. Metode penelitian yang digunakan adalah pendekatan kualitatif deskriptif, dengan teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa kepala sekolah menerapkan berbagai strategi berbasis kearifan lokal, seperti membangun budaya kerja berbasis nilai-nilai gotong royong, musyawarah, dan penghargaan terhadap prestasi guru. Selain itu, kepala sekolah juga memberikan dukungan dalam bentuk pelatihan, pembinaan, serta pemberian motivasi secara berkelanjutan. Faktor internal dan eksternal yang memengaruhi kinerja guru turut dianalisis untuk menemukan solusi yang lebih efektif. Implikasi dari penelitian ini adalah pentingnya kepemimpinan kepala sekolah yang adaptif dan inovatif dalam meningkatkan kualitas pendidikan. Dengan strategi yang

tepat, kinerja guru dapat ditingkatkan secara signifikan, sehingga berdampak positif terhadap kualitas pembelajaran dan prestasi siswa.

Kata Kunci: *Strategi Kepala Sekolah; Kinerja Guru; Kearifan Lokal.*

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A. Introduction

Teacher performance is the main factor in achieving optimal quality education (Bardach et al., 2022; Valverde-Berrocoso et al., 2021; Faishol et al., 2024; Maulidah, Hefniy, Tohet, & Zaini, 2023; Setiawati, Sa'diyah, & Hidayati, 2023). Theoretically, teacher performance is influenced by various factors such as motivation, competence and work environment (Kanya et al., 2021; Kulikowski et al., 2022; Darojat & Faishol, 2023; Faishol et al., 2024; Gojali, Hidayah, & Aniati, 2024; Maghfira, Mustar, Ifnaldi, & Faishol, 2022; Ubaidillah & Mundiri, 2023). However, in practice, there is still a gap between theory and reality in the field, especially in terms of school principal strategies in improving teacher performance (Patfield, Gore, & Harris, 2023; Romijn, Slot, & Leseman, 2021). The leadership of the school principal has an important role in shaping the quality of education (Pan & Chen, 2021; Reid, 2021). However, many elementary schools, especially in areas with limited resources, still face obstacles in implementing effective strategies to improve teacher performance (Munastiwi & Puryono, 2021; Tsu, LaMontagne, Atuhebwe, Bloem, & Ndiaye, 2021). At SDN Sumur Dalam, several challenges faced include low teacher motivation, lack of ongoing training, and less than optimal use of local wisdom in building a conducive work environment. This shows that there is a gap between the theory which states the importance of school principal leadership and the reality in the field which still faces many obstacles in its implementation. Therefore, a more effective strategy based on local wisdom is needed to improve teacher performance at SDN Sumur Dalam, so that it can bridge the gap between theory and practice in education management.

Teacher performance at SDN Sumur Dalam still faces various challenges, especially in the aspects of discipline, motivation and learning effectiveness. Based on the results of initial observations, some teachers are still not optimal in implementing innovative learning methods, which results in less than optimal student learning outcomes. This shows that there needs to be a strategic effort from school principals to improve their performance. In recent years, the principal of SDN Sumur Dalam has tried various strategies to improve teacher performance,

including providing training and periodic evaluations. However, there is no approach based on local wisdom values as an effort to increase teacher motivation and involvement in the learning process. This condition shows that a local wisdom-based approach can be an effective strategy in improving teacher performance, by strengthening cultural values that are rooted in the community around the school.

Research on school principals' approaches to improving teacher performance based on local wisdom has been widely carried out in various regions in Indonesia. Although no specific studies have been found that examine SDN Sumur Dalam, the following studies can provide an overview of the effectiveness of this approach. A study analyzes the supervision of school principals who integrate local cultural values to improve teacher performance. The results show that the application of values such as deliberation and mutual cooperation in supervision can improve the planning and implementation of learning by teachers (Mok & Staub, 2021; Hasanah, 2023; Soh, 2024).

Other research examines the implementation of supervision models that incorporate local cultural values in an effort to improve teacher performance. The findings show that this approach is successful in creating a harmonious and collaborative work environment, as well as increasing teacher discipline and creativity in managing the classroom (Akhitova, 2023; Tamsah, Ilyas, & Yusriadi, 2021). In addition, another study examined teaching supervision by school principals who integrated local wisdom in increasing teacher professionalism in three high schools. The results show that this approach is effective in developing teachers through pedagogical, personality, professional and social development (Saidovna, 2022; Shabbazova, Abduhalimova, & Abdunazarova, 2022).

From the various studies above, it can be concluded that the principal's approach of integrating local wisdom in school supervision and management is effective in improving teacher performance. The application of local cultural values such as deliberation, mutual cooperation, and respect for customs can create a harmonious and collaborative work environment, which in turn increases teacher professionalism and performance.

This research offers a new approach in improving teacher performance by integrating local wisdom values in school principal leadership strategies. Most previous research focuses on aspects of educational management in general without considering how local cultural elements can be utilized to increase teacher motivation and performance. At SDN Sumur Dalam, the principal has begun to implement an approach based on local wisdom, such as deliberation and consensus in decision making, mutual cooperation in school management, and appreciation based on local cultural values. However, there have been no academic studies that

have systematically examined the effectiveness of this approach. Therefore, this research makes a new contribution by exploring how leadership strategies based on local wisdom can be applied to improve teacher performance, which ultimately has an impact on improving the overall quality of education.

This research focuses on how the principal of SDN Sumur Dalam applies strategies based on local wisdom to improve teacher performance. An approach based on local wisdom can be an innovative solution in increasing teacher motivation and work effectiveness. Some of the main questions to be answered in this research are: 1) What are the principal's leadership strategies in improving teacher performance at SDN Sumur Dalam? Thus, this research aims to provide a deeper understanding of school principal leadership strategies in improving teacher performance by considering aspects of local wisdom as the main factor.

A local wisdom-based approach can be an effective strategy in improving teacher performance at SDN Sumur Dalam. This strategy allows teachers to be more motivated and actively involved in the learning process by adapting cultural values that are deeply rooted in the school community. Principals who apply this approach can build closer relationships with teachers, create a harmonious work environment, and instill a greater sense of responsibility in carrying out their duties.

Thus, this research argues that leadership strategies based on local wisdom can contribute significantly to improving teacher performance. Furthermore, this research will explore the extent to which this approach can be implemented effectively, as well as provide concrete recommendations for school principals in designing more innovative policies to improve the quality of education at SDN Sumur Dalam.

B. Research Method

This research uses a qualitative approach with a case study method, which aims to explore in depth the principal's strategy in improving the performance of teachers based on local wisdom at SDN Sumur Dalam. Case studies were chosen because they allow researchers to understand phenomena contextually and in detail in real environments. This approach is used to explore the leadership patterns of school principals, factors that influence teacher performance, and how local wisdom values are applied in school leadership practices. With case studies, researchers can gain an in-depth understanding of the ongoing process and the impact of the principal's strategy on teacher performance.

This research was conducted at SDN Sumur Dalam Besuk Probolinggo east java, which was chosen as the research location because it has unique characteristics in the application of local wisdom in its education system. This school is located in

an area that has a strong culture of local wisdom, such as the values of mutual cooperation, deliberation for consensus, and respect for the community. The main reason for choosing this location was the indication that the school principal had implemented leadership strategies based on local values in improving teacher performance. Apart from that, SDN Sumur Dalam has unique challenges in managing teaching staff, so it is a relevant research object for understanding the effectiveness of local wisdom-based strategies in improving teacher performance.

Sources of information in this research consist of main informants and written document sources. Key informants include school principals, teachers and school staff who have direct involvement in implementing leadership strategies. Teachers were chosen because they are the ones who directly experience the impact of the principal's policies in improving performance. Sources of written documents include manuscripts, school policy documents, teacher evaluation reports, and online news related to local wisdom-based educational leadership. These documents are used to provide additional context in understanding how principal strategies are implemented in daily practice.

Data collection was carried out through several main techniques, namely observation, in-depth interviews, and documentation. Observations were carried out to see firsthand how school principals implemented strategies based on local wisdom in managing teaching staff and how teachers responded to these strategies. In-depth interviews were conducted with principals, teachers and school staff to explore their perspectives regarding the effectiveness of the strategies implemented. Documentation includes analysis of school policies, teacher performance reports, and other documents relevant to understanding the principal's leadership strategies more broadly.

Data obtained from observation, interviews and documentation will be reduced to extract the most relevant information. Furthermore, the data is presented in narrative and categorization form to facilitate understanding of the patterns found. The analytical methods used are content analysis, discourse analysis, and interpretive analysis. Content analysis is used to understand the content of policies and documents related to school principal leadership. Discourse analysis is used to examine how school principals and teachers understand and articulate the role of local wisdom in education. Interpretative analysis is used to understand the meaning behind the principal's strategy in improving teacher performance and its impact on the school environment as a whole.

C. Results and Discussion

Principal Leadership Based on Local Wisdom

Local wisdom-based school principal leadership is an approach that integrates local cultural values, such as deliberation for consensus, mutual cooperation, and example, in school management. This approach creates a harmonious work environment, where teachers feel valued and more motivated in carrying out their duties. By implementing participatory and culture-based leadership, school principals can increase teacher discipline, responsibility and involvement in school policies. This model has proven effective in building closer relationships between school principals, teachers, students and the community, thereby having a positive impact on improving the quality of education. The principal's approach to improving teacher performance at SDN Sumur Dalam based on local wisdom can be observed through various aspects, starting from implementing a culture of mutual cooperation to supporting culture-based learning methods. The following is a table that summarizes observation findings based on the aspects observed as well as sources or documentation that support these findings.

Table 1. Observation Results on Principal Leadership Based on Local Wisdom

Observed Aspects	Observation Findings	Documentation
Implementation of Mutual Cooperation Culture	Teachers and principals routinely work together in school cleaning and management activities.	Direct observation, interviews with teachers and school principals
Deliberation in Decision Making	The principal always involves teachers in open discussions before making important decisions.	Notes on the results of teacher council meetings and interviews with school principals
Teacher Empowerment through Local Wisdom Values	Teachers feel more appreciated and encouraged to adopt cultural values in teaching.	In-depth interviews with several teachers
Strengthening Social Relations in the School Environment	The relationship between the principal, teachers and students is closer because of the tradition of mutual respect and positive interaction.	Observation of interactions in the school environment, documentation of social activities
Support for Culture-Based Learning Methods	Learning based on folklore and traditional games is applied in several subjects.	Classroom learning notes, observation of teaching methods
Increasing Teacher Motivation through a Cultural Approach	Teachers show increased work enthusiasm after gaining appreciation based on local cultural values.	Teacher satisfaction survey data, interviews with school principals
Obstacles in Implementing Leadership Based on Local Wisdom	Some teachers have difficulty balancing local culture with the demands of national education standards.	Interviews with teachers, analysis of school policies related to curriculum

Based on the table above, it can be concluded that the principal's leadership which is oriented towards local culture has a positive impact on the school environment, especially in improving social relations, teacher motivation and learning effectiveness. However, there are also challenges in integrating cultural values with national education standards. Therefore, this leadership strategy needs to continue to be developed so that it is able to adapt to changes in educational policies and school needs in the modern era.

The findings are in line with the results of the principal's interview which stated that; "As a school principal, I always try to implement deliberation in every decision making at school. We don't want teachers to feel like they are only implementing policies, but also as part of the policy formation process. Apart from that, we also prioritize the value of mutual cooperation, both in school management and in solving problems faced by teachers. In this way, teachers feel more appreciated and more comfortable in carrying out their duties." (Sz_24)

Furthermore, one of the teachers at SDN Sumur Dalam stated that; "I feel that the current principal's leadership is very different compared to before. The principal often invites us to discuss before making big decisions, so we feel that our opinions are valued. Apart from that, the principal also always sets a good example in discipline and responsibility. This makes us as teachers more motivated and more concerned about the development of the school." (Ls_24)

The principal's statement shows that leadership based on local wisdom has been implemented significantly in school management. By prioritizing consensus deliberation, school principals strive to create an inclusive decision-making system, where every teacher feels they have a role in determining school policy. Apart from that, applying the value of mutual cooperation in resolving challenges faced by teachers not only builds solidarity, but also increases teachers' sense of comfort and involvement in various school activities. This approach reflects leadership that respects local values as a tool to create a more harmonious and productive work environment.

The school principal has implemented participative leadership which emphasizes the importance of teacher involvement in the decision-making process. By having an open discussion space, teachers feel more appreciated and have a sense of ownership of the policies implemented in the school. Apart from that, school principals who are role models in discipline and responsibility also have a positive impact on teacher motivation in carrying out their duties. Leadership that exemplifies local values such as responsibility and togetherness not only creates a more conducive work environment, but also improves the quality of interactions between school principals and teachers.

Overall, the principal's leadership based on local wisdom has succeeded in creating a more participatory and harmonious work environment. An approach that emphasizes consensus deliberation, mutual cooperation, and exemplary discipline and responsibility has proven effective in increasing teacher involvement and motivation, which ultimately has an impact on improving their performance at SDN Sumur Dalam.

Teacher Motivation and Commitment in Teaching

Teacher motivation and commitment to teaching have a big influence on the quality of education. Motivation can be intrinsic (teaching satisfaction, dedication) or extrinsic (principal support, appreciation). Teacher commitment can be seen from discipline, responsibility and innovation in learning. Supportive leadership and a positive work environment play an important role in maintaining teacher motivation and dedication. This finding is in line with what was expressed by one of the Sumur Elementary School teachers; "My main motivation is to shape students' character and intelligence from an early age. I believe that basic education is very important in building the foundation of children's future. Apart from that, I feel that teaching is not just a job, but also worship and service to society." (Ky_24)

Furthermore, one of the teachers said that; "I have full commitment to this profession. I believe that a teacher has an important role in shaping future generations. Therefore, I always try to improve the quality of my teaching, both through training and by learning new methods that suit students' needs." (Kh_24)

From the statement, it can be interpreted that teachers have strong motivation in carrying out their duties, not only as a form of professionalism, but also as a calling. The teacher emphasized that basic education is an important foundation in forming students' character and intelligence. Apart from that, he views the teaching profession as a form of worship and a form of service to society, which shows that there is a strong intrinsic drive in educating students.

Meanwhile, the statement shows a high level of commitment to the teaching profession. This teacher emphasized that his role is not only limited to conveying lesson material, but also shaping future generations. Awareness of this responsibility encourages him to continue to improve the quality of teaching through training and mastery of more innovative learning methods to better suit students' needs.

A teacher has the main motivation in educating students, namely forming their character and intelligence from an early age, because basic education is considered an important foundation for their future. Apart from being a profession, teaching is also seen as a form of social and spiritual service. In addition, commitment to the

teaching profession is reflected in awareness of the importance of their role in developing future generations. For this reason, they continue to strive to improve the quality of teaching by participating in various trainings and adopting methods that are appropriate to educational developments and student needs.

Local Culture on Teacher Performance

Local culture has a big influence on teacher performance by making learning more contextual and relevant for students. The application of local cultural values helps students understand the material more easily, increases emotional attachment, and creates a harmonious learning atmosphere. In addition, local culture encourages teacher creativity in developing teaching methods based on local wisdom, such as the use of folklore or regional languages. Culture also shapes teacher character in terms of discipline, responsibility and a spirit of mutual cooperation, thereby increasing effectiveness in educating students.

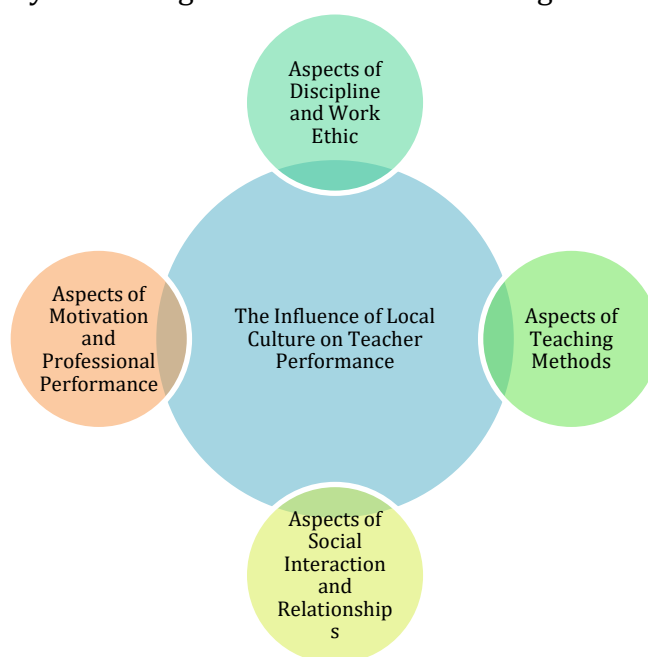


Figure 1. Local Culture on Teacher Performance

From the results of these observations, it can be concluded that local culture at SDN Sumur Dalam not only plays a role in maintaining teacher discipline and work ethic, but also enriches teaching methods, strengthens social relations, and increases teacher motivation and commitment to teaching. The principal's approach based on local culture has been proven to create a harmonious, effective and enthusiastic work environment. However, adjustments need to be made so that the application of local culture remains relevant to the development of modern

education and national policies. This finding is in line with what was expressed by one of the teachers who said that; "Local culture at SDN Sumur Dalam plays a very important role in shaping our discipline and work ethic as teachers. For example, here we still really uphold the values of mutual cooperation and togetherness. Every morning, we always start our activities with a group prayer, which in my opinion is not just a ritual, but also a reminder of the importance of togetherness and moral responsibility as educators." (Za_24)

Another teacher stated that; "I really feel the influence of local culture on the way I teach. In Sumur Dalam, people still uphold the values of politeness and manners, so I also have to adapt my approach to teaching while still prioritizing gentleness and respect for students." (Ky_24)

Based on statements from two teachers at SDN Sumur Dalam, it can be interpreted that local culture has a significant role in shaping the attitudes and work methods of educators. The culture of mutual cooperation and togetherness which is still highly upheld in the school environment contributes to the formation of teacher discipline and work ethic. The collective prayer that is held every morning is not just a routine, but is also a reminder of the importance of solidarity and moral responsibility in educating. This shows that spiritual aspects and togetherness are factors that strengthen teachers' motivation and dedication in carrying out their duties.

Apart from that, the culture of politeness and etiquette that is still strong in society also has an influence on the pedagogical approach applied by teachers. These values require educators to prioritize gentleness and respect in the learning process. Thus, local culture not only shapes the character of teachers in carrying out their duties but also provides guidelines in the way they interact with students. This reflects that the sustainability of local values at SDN Sumur Dalam contributes to the creation of a learning environment that is harmonious, disciplined and full of respect.

Local culture at SDN Sumur Dalam has a significant impact in shaping the character and work ethic of teachers. The culture of mutual cooperation and togetherness that is still maintained helps improve discipline and strengthens the moral responsibility of educators. The collective prayer held every morning is not only a tradition, but also a means of instilling a sense of togetherness and social responsibility within the school environment.

Apart from that, the values of politeness and etiquette that are still firmly held by society also influence teachers' teaching methods. They must adapt their approach while maintaining gentleness and respect for students. Thus, local culture is not just a legacy of tradition, but also an integral part in building an educational

environment that is harmonious, ethical and oriented towards improving the quality of learning.

Supervision and Coaching

Supervision and coaching are school principal strategies for improving teacher performance. Supervision focuses on monitoring and evaluating learning through observation and feedback. Coaching aims to develop teacher competency through training, guidance and mentoring. Both help improve the quality of teaching and the learning environment. This finding is in line with what was expressed by one of the Sumur Dalam Elementary School teachers that; "I feel that the supervision carried out is very helpful, because we are not only supervised but also given direction to improve teaching techniques. Supervision at this school is also carried out in a relaxed manner and does not seem pressured, so we can be more comfortable discussing the obstacles we face in class." (Yn_24)

Furthermore, one of the educators argued that; "Very impactful. With the training and guidance, I have a better understanding of effective and innovative teaching methods. Apart from that, discussions between teachers also help me get inspiration in developing learning strategies that are more interesting for students." (Mg_24)

Supervision carried out in schools provides significant benefits for teachers. Supervision not only functions as a monitoring tool, but also as a means of guidance that helps teachers improve their teaching techniques. Apart from that, the supervision method applied at this school is carried out with a relaxed and non-pressure approach, thereby creating a more comfortable atmosphere for teachers to discuss the challenges they face in the learning process. This shows that collaborative and supportive supervision can increase teacher comfort and openness in developing their competencies.

The guidance provided through training and guidance has a major impact on increasing teacher professionalism. With this activity, teachers can better understand and master effective and innovative learning methods. Apart from that, interaction and discussion between teachers is an important means of sharing experiences and gaining inspiration in developing teaching strategies that are more interesting for students. This statement shows that coaching based on training and collaboration is able to increase teacher competence and encourage them to continue to innovate in teaching.

Discussion

The research results show that the principal's approach to improving teacher performance at SDN Sumur Dalam is greatly influenced by the application of local wisdom values, such as mutual cooperation, politeness and deliberation. This finding is in line with research conducted by (Tohan et al., 2022; Tumi et al., 2022), which confirms that local culture has a significant impact on the motivation and discipline of teaching staff. Meanwhile, in a study conducted by (Kanya et al., 2021; Suri & Chandra, 2021), It is stated that the social and cultural environment plays a role in shaping the character and performance of teachers in traditional community-based schools. However, there are differences with research conducted by Horta & Li (2023) and Jarl et al. (2021), which places more emphasis on structural factors and educational policies in improving teacher performance, without highlighting local cultural aspects as the main factor. This difference shows that a local wisdom-based approach can be an alternative in school leadership strategies to increase teacher professionalism.

The results of this research show that the local culture implemented by school principals plays a role in creating a harmonious work environment, which ultimately increases teacher motivation and discipline. In this context, a local culture-based approach functions as a catalyst in building strong social ties between teachers, students and the surrounding community. When compared with a more structural policy-based approach, this model is more flexible and can be adapted according to the characteristics of local communities. However, there are also challenges that arise, such as how school principals can ensure that the local culture implemented remains relevant to the demands of modern education and is in line with national education policies.

Theoretically, the local wisdom-based principal's approach can be explained through social learning environment theory (Bullough et al., 2022; Rustamjonovna, 2024), which states that social and cultural interactions play an important role in shaping individual performance. The application of a culture of mutual cooperation and deliberation in school management creates a structure that allows effective collaboration between teachers and school principals. These findings also support research by Andrade et al. (2022) and Gan & Alkaher (2021), who found that schools with a community-based work culture were more likely to have more productive and dedicated teaching staff. Thus, there is a positive correlation between the application of local wisdom in the leadership of school principals and increased teacher performance.

The main implication of this research is that local wisdom-based leadership strategies can be an effective tool in improving teacher performance, especially in

the context of schools located in environments with strong cultures. Functionally, this approach creates a sense of belonging and togetherness among teaching staff, which in turn increases job satisfaction and teaching quality. However, dysfunctionally, too much dependence on local culture without paying attention to national education standards can hinder the adoption of modern learning methods and innovation in the world of education. Therefore, a balance is needed between preserving local culture and implementing global competency-based learning strategies.

The application of local culture as a strategy to improve teacher performance can be explained through the social structure that has taken root in the Sumur Dalam community. School principals who understand local culture can more easily build harmonious relationships with teaching staff, thereby creating a conducive work environment. However, national education policies that prioritize regulation-based teacher competency and professionalism standards need to be integrated with this approach. In other words, the success of the principal's approach in improving teacher performance at SDN Sumur Dalam depends greatly on the balance between local culture and broader education policies. Therefore, education policies should provide space for school principals to adapt leadership strategies that suit local cultural characteristics without ignoring professionalism standards in the world of education.

D. Conclusion

This research found that the principal's approach based on local wisdom had a significant impact in improving teacher performance at SDN Sumur Dalam. The main finding of this research is that the culture of mutual cooperation, deliberation, and the values of politeness applied in the leadership of school principals are able to create a harmonious work environment, increase teacher motivation, and strengthen their involvement in the learning process. This shows that leadership strategies that adapt to the local social and cultural context can be an effective model in increasing the professionalism of teaching staff in schools with similar characteristics.

Scientifically, this research contributes to updating perspectives on leadership strategies in the world of education, especially by highlighting local culture-based approaches as factors that can improve teacher performance. This research also enriches the study of educational leadership by emphasizing that leadership methods do not always have to be oriented towards formal policies, but can be more flexible by accommodating local culture. In addition, the local cultural variables in

this research can be a reference for further research in developing a more contextual leadership model according to the social conditions of society in various regions.

However, this research has limitations in the scope of the cases studied, namely it only focuses on one school in one particular area. Other factors such as gender, age, and teacher experience level have not been explored in depth as variables that can influence the effectiveness of local wisdom-based principal approaches. Therefore, further research is needed with a wider scope, including a variety of schools, different levels of education, and using more comprehensive survey methods. This aims to obtain a more holistic picture so that research results can be used as a basis for formulating more targeted education policies, both on a local and national scale.

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