

School Quality Management Development based on Local Cultural Wisdom Values

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ABSTRACT: *Based on several specific needs in the school quality management process system, namely: (1) the relevance and contextualization of the educational process with everyday life; (2) strengthening noble character education; (3) controlling the development of science and technology through the values of local cultural wisdom; (4) the goal of cultural conservation; (5) the formation of self, regional and national identity; and (6) the need for holistic quality improvement. Therefore, school quality management is needed that is based on the values of local cultural wisdom in an integrated, continuous and sustainable manner. Through descriptive research and a qualitative approach, this research produces the following studies: (1) The implementation of a school quality management system based on the values of local cultural wisdom is crucially, logically and rationally needed in improving the quality of education in accordance with national education goals; (2) The process of implementing school quality management based on the values of local cultural wisdom is essentially a school management system that is oriented towards optimizing the achievement of educational quality standards, by integrating the values of local cultural wisdom both in the foundation of the management process, at each stage of the management process, in the indicators of results and impacts and the achievement of school quality management; (3) The strategy for implementing school quality management based on local cultural wisdom values, such as through a strategic process of integrating local cultural wisdom values into the processes of quality planning, quality assurance, quality control, sustainable quality assurance strategies, and revitalizing the formation of a quality culture. And the development of school quality management based on local cultural wisdom values, conceptually, consists of: developing strategic aspects of the school quality achievement process, developing strategic aspects of graduate quality formation, developing quality standards for the educational process, and developing processes for school quality assurance and control.*

Keywords: *local cultural wisdom, school quality, school quality management, schools based on cultural values.*

ABSTRAK: Berdasarkan beberapa kebutuhan spesifik dalam sistem proses manajemen mutu sekolah, yaitu: (1) relevansi dan kontekstualisasi proses pendidikan dengan kehidupan sehari-hari; (2) penguatan pendidikan karakter luhur; (3) pengendalian perkembangan ilmu pengetahuan dan teknologi melalui nilai-nilai kearifan budaya lokal; (4) tujuan pelestarian budaya; (5) pembentukan identitas diri, daerah, dan nasional; serta (6) kebutuhan akan peningkatan mutu secara holistik. Oleh karena itu, diperlukan manajemen mutu sekolah yang berbasis pada nilai-nilai kearifan budaya lokal secara terintegrasi, berkelanjutan, dan berkesinambungan. Melalui penelitian deskriptif dengan pendekatan kualitatif, penelitian ini menghasilkan temuan sebagai berikut: (1) penerapan sistem manajemen mutu sekolah berbasis nilai-nilai kearifan budaya lokal sangat penting, logis, dan rasional dalam meningkatkan mutu pendidikan sesuai dengan tujuan pendidikan nasional; (2) proses penerapan manajemen mutu sekolah berbasis nilai-nilai kearifan budaya lokal pada hakikatnya merupakan sistem manajemen sekolah yang berorientasi pada optimalisasi pencapaian standar mutu pendidikan dengan

mengintegrasikan nilai-nilai kearifan budaya lokal baik pada landasan proses manajemen, pada setiap tahapan proses manajemen, maupun pada indikator hasil dan dampak serta pencapaian mutu sekolah; (3) strategi penerapan manajemen mutu sekolah berbasis nilai-nilai kearifan budaya lokal dilakukan melalui proses strategis pengintegrasian nilai-nilai kearifan budaya lokal ke dalam perencanaan mutu, penjaminan mutu, pengendalian mutu, strategi penjaminan mutu berkelanjutan, serta revitalisasi pembentukan budaya mutu. Adapun pengembangan manajemen mutu sekolah berbasis nilai-nilai kearifan budaya lokal secara konseptual meliputi pengembangan aspek strategis proses pencapaian mutu sekolah, pengembangan aspek strategis pembentukan mutu lulusan, pengembangan standar mutu proses pendidikan, serta pengembangan proses penjaminan dan pengendalian mutu sekolah.

Kata kunci: kearifan budaya lokal, manajemen mutu sekolah, mutu sekolah, sekolah berbasis nilai budaya.

INTRODUCTION

School management issues encompass various challenges in administrative management, improving educational quality, and integrating technology into the learning process. Some frequently encountered issues include administrative complexity, a lack of innovation in teaching methods, and the need for continuous monitoring and evaluation. Furthermore, other challenges include limited resources, changes in educational policies, and rapid technological developments.

The level of efficiency in school management processes has become increasingly complex over time, making the management process often a major obstacle that must be overcome. From administrative management to optimizing student learning experiences, many aspects require attention. These include: (1) school management is not sufficiently oriented toward achieving educational quality; (2) school management is not relevant to the administrative system and educational goals; (3) school management does not focus on achieving graduate quality, and so on. The goal of Indonesian national education is to develop students' potential so that they become individuals who believe in and fear God Almighty, possess noble character, are healthy, knowledgeable, capable, creative, and independent, and are responsible and democratic citizens. This objective is stipulated in Law Number 20 of 2003 concerning the National Education System, Article 3. These educational goals emphasize the development of high-quality graduates who demonstrate optimal soft skills, highlighting the importance of character-based school management and the integration of local cultural values into practical learning and daily life.

Asep Saepul H. (2025:45), in his book *Basic Skills for Human Resources*, explains that soft skills refer to a combination of interpersonal and intrapersonal abilities that enable individuals to perform effectively in personal and professional contexts. The concept of soft skills builds upon the framework of emotional intelligence, emphasizing not only cognitive abilities but also emotional and social competencies. Intrapersonal skills involve self-awareness, including understanding one's own strengths, weaknesses, traits, and preferences, as well as recognizing and

managing one's emotions. They also include self-development capacities such as continuous self-improvement, self-discipline, reliability, ethical behavior, time management, proactive behavior, and adherence to moral and social values. Interpersonal skills, on the other hand, focus on effective interaction with others, including communication, empathy, teamwork, conflict resolution, negotiation, and the ability to build and maintain positive relationships. Together, intrapersonal and interpersonal skills form the foundation of soft skills, which are essential for personal growth, professional competence, and social adaptability.

The integration of local cultural wisdom values in character education is crucial for several reasons: (1) Relevance and contextualization, namely local wisdom values are easier to understand and internalize by students because they are in accordance with their social and cultural environment (Suparlan, 2005). This makes character education not feel foreign, but down to earth; (2) Strengthening self-identity, namely local culture-based education helps students understand and be proud of their cultural identity, preventing cultural erosion amidst the strong currents of globalization (Tilaar, 2004); (3) Preventing moral degradation, by being rooted in proven noble values, local wisdom-based character education can be a bulwark against negative behaviors and moral degradation that are increasingly rampant (Doni Koesoema A, 2007); (4) Creating a holistic learning environment, namely when local values are integrated into the educational ecosystem, the learning environment becomes richer, more meaningful, and supports the formation of character as a whole (Zamroni, 2011).

The weak quality of graduates has multidimensional impacts, both for individuals, society, and the country: (1) Increasing unemployment rates, graduates who do not have relevant competencies have difficulty competing in the job market, causing high rates of educated unemployment (Alfiah. 2023); (2) National economic degradation, where a workforce with low skills or not according to industry needs will hamper economic growth and national competitiveness (Elvira. 2021); (3) Declining public trust, where the public will lose trust in educational institutions that are unable to produce quality graduates (Imam Suprayogo, 2020); (4) Social problems, low levels of education and unemployment can trigger various social problems such as crime and poverty (scribd.com, 2023).

Based on the above problems and several specific needs in the school quality management process system, namely: (1) aspects of relevance and contextualization of the educational process with everyday life; (2) strengthening noble character education; (3) controlling scientific and technological developments through the values of local cultural wisdom; (4) cultural conservation goals; (5) formation of personal, regional and national identity; and (6) the need for holistic quality improvement.

METHODS

The study in this article is the result of a scientific study, conducted using exploratory descriptive methods and a qualitative approach. This study focuses on the development of school quality management based on local cultural values. This research uses a qualitative approach, namely describing and analyzing the focus of the study to answer the research problems being studied. This study is a developmental research project, following the approach outlined by Maleong (2012:212), where research and development steps are implemented in a limited scope, covering the first to fifth stages. Data were obtained from both primary and secondary sources. As Sugiyono (2017:63) notes, qualitative research typically collects data in natural settings, primarily through participant observation, in-depth interviews, and documentation. Data analysis involves several stages: data collection, data reduction, data display, and drawing conclusions (Maleong, 2018:335), while discussion of research data is conducted through induction, typology, conceptualization, and interpretation. The validity of field data is ensured through extended researcher engagement, in-depth observation, and triangulation. Data sources were selected purposively to include all relevant and competent elements, ensuring optimal information from targeted participants.

RESULTS AND DISCUSSION

School Quality Management System Based on Local Cultural Wisdom Values.

School quality management is a systematic approach to ensuring and improving the quality of all aspects of education in schools. In the Indonesian context, particularly in areas with rich local cultures such as the Galuh Ciamis kingdom, integrating local wisdom values into school quality management is not only relevant but also essential. This literature review will explore the concept of school quality management, the role of local wisdom values, and implementation strategies.

School quality management refers to planned and sustainable efforts to comprehensively improve the quality of educational outcomes. According to Edward Sallis (2002), quality management in education is a management approach that focuses on customers (students, parents, the community, and the workplace) and involves all parties in a continuous improvement process. The goal is to ensure that schools meet or exceed established quality standards, both national standards and stakeholder expectations. The concept of Total Quality Management (TQM) is often the basis of school quality management, emphasizing total participation, customer focus, continuous improvement, and an evidence-based approach to decision-making (Deming, 1986; Crosby, 1979).

Quality indicators in the school context generally include: (1) Input Quality: The quality of new students, teachers, curriculum, infrastructure, and funding; (2) Process Quality: The effectiveness of the learning process, classroom management, school leadership, and evaluation systems; and (3) Output Quality: The quality of graduates as reflected in academic achievement, skills (soft and hard skills), character,

and readiness for further study or the workforce. The concept of Total Quality Management (TQM) is often the basis of school quality management, emphasizing total participation, customer focus, continuous improvement, and an evidence-based approach to decision-making (Deming, 1986; Crosby, 1979).

Local wisdom is the values, norms, beliefs, customs, and practices that are passed down from generation to generation within a community and are recognized as true and serve as guidelines for life (Koentjaraningrat, 1985). These values often contain universal principles that align with positive character values. For example, in Ciamis, values such as "gotong royong" (cooperation), "someah hade ka semah" (hospitality to guests), "silih asah, silih asih, silih asuh" (mutual sharpening, caring, and nurturing), and "sauyunan" (togetherness) are part of a strong local wisdom. Characteristics of local wisdom include: (1) Resilience and adaptability to change; (2) Containing universal values of goodness; (3) Holistic in nature, encompassing various aspects of life; and (4) Capable of providing guidelines for behavior and decision-making. Integrating local wisdom values into school quality management has high urgency because:

1. **Relevance and Contextualization:** The quality of education becomes more relevant and meaningful when rooted in values recognized and internalized by the school community and the surrounding community (Tilaar, 2004). This ensures that education is not alienated from the socio-cultural realities of students.
2. **Strengthening Character and Identity:** Local wisdom values are a strong foundation for developing a character with integrity and love for the homeland. Thus, the quality of graduates is not only assessed from a cognitive perspective, but also from an affective and psychomotor perspective, grounded in cultural values (Doni Koesoema A, 2007).
3. **Increasing Community Participation:** When schools adopt local values, the community feels a greater sense of ownership and is encouraged to actively participate in supporting school programs, as the values align with their own values (Mulyasa, 2009).
4. **Cultural Sustainability and Preservation:** Schools are at the forefront of preserving and passing on local wisdom to the younger generation, while demonstrating that culture is an integral part of modern life and progress (Suparlan, 2005).

The implementation of a school quality management system based on local cultural wisdom values is crucial, logical, and rational in improving the quality of education in accordance with national education goals.

Implementation of School Quality Management Based on Local Wisdom Values

Implementing school quality management grounded in local wisdom values demands a comprehensive, systematic, and integrated strategy that involves all elements of the school and its surrounding community. The process begins with

locally based quality planning, which emphasizes the identification of key local wisdom values that are considered most relevant and urgent to be internalized within the school context. This identification process should actively involve various stakeholders, including principals, teachers, school committees, parent representatives, and community or traditional leaders, to ensure that the selected values genuinely reflect the socio-cultural reality of the local community. These values are then explicitly articulated within the school's vision, mission, and objectives, so that local wisdom becomes a foundational orientation rather than a peripheral addition. Subsequently, the school formulates work programs that translate these values into concrete and measurable activities, such as collective cleaning programs inspired by the spirit of gotong royong, traditional arts performances, or character education discussions rooted in local folklore.

The implementation of quality management continues within the learning process, where local wisdom values are integrated holistically into curriculum and pedagogy. Rather than being confined solely to local content subjects, these values are embedded thematically and contextually across various subjects. For instance, the value of honesty may be explored through local folklore in language lessons, while environmental responsibility can be linked to traditional community practices in science learning. This curricular integration is reinforced through participatory learning models that encourage collaboration, deliberation, and active student engagement, aligning with cultural values such as mutual cooperation and consensus-building. In this context, teachers and school staff play a crucial role as living examples of local wisdom, consistently demonstrating these values in daily interactions with students, colleagues, and parents, thereby strengthening value internalization through modeling.

Human resource development constitutes another vital dimension of school quality management based on local wisdom. Teachers and staff require continuous capacity building through training and workshops focused on culture-based pedagogy, a deeper understanding of local wisdom, and practical strategies for integrating cultural values into teaching and learning activities. This effort can be strengthened through collaboration with cultural experts, traditional leaders, or local artists who contribute their knowledge and experiences, not only as resource persons but also as mentors who enrich the cultural learning environment for both teachers and students.

In parallel, the establishment of a school cultural environment serves as a tangible manifestation of local wisdom values within the school setting. The physical atmosphere of the school can be designed to reflect local identity through the display of cultural symbols, ornaments, or traditional proverbs on classroom walls, corridors, and school gates. Moreover, school regulations and codes of conduct should be formulated to embody local wisdom values, particularly those related to manners, mutual respect, social harmony, and environmental cleanliness. These regulations are further reinforced through culture-based extracurricular activities, such as traditional

dance, music ensembles, martial arts, or regional language clubs, which provide students with experiential opportunities to practice and appreciate their cultural heritage.

Evaluation and quality assurance represent the final, yet ongoing, component of this management model. Schools need to develop adaptive quality indicators that do not merely emphasize academic achievement but also measure the internalization of local wisdom values and character development. Regular and continuous evaluations are essential to assess the effectiveness of programs and the consistency of value implementation, with feedback gathered from teachers, students, parents, and community members serving as the basis for continuous improvement. Within this framework, the school committee plays a strategic role as a representative of the community, actively participating in monitoring, evaluating, and providing constructive input regarding the integration of local wisdom values in school management.

Overall, the implementation of school quality management based on local cultural wisdom values constitutes an educational management system oriented toward optimizing the achievement of quality standards through cultural integration. Local wisdom is embedded not only as a philosophical foundation but also at every stage of the management process, from planning and implementation to evaluation and impact assessment. By positioning local cultural values as integral components of quality indicators and outcomes, schools are able to achieve educational excellence that is academically sound, culturally relevant, and socially meaningful.

Strategy for Implementing School Quality Management Based on Local Cultural Wisdom Values

Although promising, the implementation of school quality management based on local wisdom faces challenges: (1) Value shifts, where globalization and modernization can lead to value shifts and a lack of appreciation for local wisdom among the younger generation; (2) Limited resources, including a lack of teachers with a deep understanding of local wisdom and the availability of relevant teaching materials; (3) Support from relevant parties, namely building consistent commitment and support from local governments, education offices, communities, and parents. To address these challenges, recommended strategies include: (1) Revitalizing the role of teachers, namely developing intensive and sustainable teacher training programs on local wisdom and culture-based pedagogy; (2) Strategic partnerships, building strong partnerships between schools, local governments, traditional leaders, cultural figures, and local communities to support culture-based programs; (3) Developing implementation guidelines, providing clear and practical guidance for schools in integrating local wisdom into quality management and curriculum; (4) Learning Innovation, through efforts to encourage innovation in learning methods and media that are engaging and relevant to students, while remaining grounded in local wisdom.

The primary goal of the modern education system is no longer simply to produce individuals with high intellectual intelligence, but rather to produce graduates of high quality and noble character. This concept marks a paradigm shift from a focus solely on cognitive aspects to holistic individual development. This literature review will outline the definition, urgency, indicators, and contributing factors in shaping this ideal graduate.

By consistently implementing school quality management based on local wisdom values, schools in Ciamis and other areas can produce graduates who are not only intelligent and competent, but also possess strong character, culture, and are ready to become agents of positive change for society and the nation. The strategy for implementing school quality management based on local cultural wisdom values, such as through the process of integrating local cultural wisdom values into the processes of quality planning, quality assurance, quality control, sustainable quality assurance strategies, and revitalizing the formation of a quality culture.

Quality graduates refer to individuals who possess academic and professional competencies relevant to the demands of the times and the job market. This encompasses mastery of knowledge, technical skills (hard skills), as well as problem-solving and critical thinking abilities. Quality is also often associated with competitiveness, where graduates are able to compete at both the local and global levels (National Education Standards Agency, 2010).

Meanwhile, graduates with noble character are individuals who possess noble ethical, moral, and spiritual values, reflected in their attitudes, behavior, and social interactions. Thomas Lickona (1991) divides character into three dimensions: moral knowledge (understanding what is right), moral feeling (caring about what is right), and moral action (doing what is right). Noble character encompasses traits such as honesty, integrity, responsibility, caring, tolerance, discipline, independence, and mutual cooperation. Thus, graduates with quality and noble character are individuals who are not only intellectually intelligent and technically skilled, but also possess moral integrity, a mature personality, and are able to contribute positively to society. The development of school quality management based on local cultural wisdom values, conceptually, consists of: developing strategic aspects of the school quality achievement process, developing strategic aspects of graduate quality formation, developing quality standards for the education process, and developing the school quality assurance and control process.

CONCLUSION

The implementation of a school quality management system grounded in local cultural wisdom values is both crucial and rational in advancing educational quality in alignment with national education goals. Integrating local cultural values into school management is not merely symbolic; rather, it represents a strategic and contextual approach to ensuring that educational institutions operate in harmony with the sociocultural environment in which they are situated. In this regard, the

implementation process is essentially oriented toward optimizing the achievement of educational quality standards by embedding local cultural wisdom within the foundation of the management system. These values are integrated at every stage of the management process, including planning, organizing, implementation, evaluation, and follow-up, as well as within the indicators of outcomes and impacts that reflect overall school quality performance.

Strategically, the implementation of school quality management based on local cultural wisdom involves the systematic integration of these values into quality planning, quality assurance mechanisms, quality control procedures, and sustainable quality improvement strategies. Furthermore, it requires the revitalization and strengthening of a school-wide quality culture that reflects shared norms, beliefs, and ethical principles rooted in local traditions. Conceptually, the development of such a management model encompasses several core dimensions: the enhancement of strategic aspects of the school quality achievement process, the strengthening of strategies for graduate quality formation, the formulation and refinement of quality standards for the educational process, and the continuous development of school-based quality assurance and control systems. Through this comprehensive and culturally responsive framework, schools are better positioned to achieve sustainable excellence while preserving and promoting local cultural identity.

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