

DESCRIPTION OF THE DEVELOPMENT OF LOCAL WISDOM BASED SCHOOL CULTURE IN THE EXCELLENT JUNIOR HIGH SCHOOL

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ABSTRACT

This research aims to describe and find the development of local wisdom based school culture in the Excellent Junior High School. The research design used a qualitative approach. The data collection used interview and observation techniques. The research results showed that the development of local wisdom based school culture in the Excellent Junior High School was significant in term of quantity and quality. The description of the research was by applying some habits such as 5S (Sapa/Greet, Senyum/Smile, Salam/Regard, Sopan and Santun/Polite), nationalism culture (singing Indonesian anthem), literacy culture, clean culture, speaking the local language on Friday, and religious culture. Such habituation was done through some steps such as: giving the idea, clarification, socialization, implementation, and evaluation. An excellent school is a school that applies the local wisdom based school culture since it can give positive values for the students such as raising the value of discipline, politeness, good deed, being committed to the God, smartness, hospitality, cooperation, integrity, and independence. Such habituation can improve the quality of the school and create the academic and non-academic achievement. The proof was the research result as applied in the Excellent Junior High Schools. The schools reached the title of national adiwiyata, became the reference school and pilot project of character education. The conclusion is the local wisdom based school culture implemented consistently can be one of the indicators to be an excellent school in the society

KEYWORDS

School Culture, Local Wisdom, Junior High School, Excellent

INTRODUCTION

An excellent school is a school that successfully creates the good out put (Schenck, 2020). Besides, it can build the strong, sturdy and steady personality within the students' selves (Anggraini, 2017). There are 12 Sekolah Menengah Pertama Negeri (SMPN) Unggulan/Excellent Junior High Schools in Madiun Residency. However, the excellent schools examined were only three schools namely SMPN 1 Ngawi, SMPN 2 Ngawi and SMPN 1 Madiun. This case is related to some similarities of the three schools, for example: (1) excellent in the academic and non-academic achievement, (2) determining the curriculum of 2013, (3) applying the local wisdom based school culture, (4) having the sufficient facility and infrastructure, (5) having the reliable human resources, and (6) have been called as international school.

There are three groups of challenges in school management related to the development of school culture based on local wisdom. First, the participation of school members is not optimal. Second, there is limited time allotment for culture subjects based on local wisdom since the central government nationally designs the curriculum. The dominant role of the state has been a barrier to developing school culture based on local wisdom. Third, there have been

insufficient facilities and infrastructure for developing school culture based on local wisdom (Uge et al., 2019).

Many factors influence the success of developing school culture based on local wisdom. One of the factors is the sufficient availability of facilities and infrastructure and optimal use of those facilities and infrastructure (Muslim, et al., 2018). Planning for facility and infrastructure procurement refers to buying, distributing, and rehabilitating or creating tools and equipment suitable with the need to develop school culture based on local wisdom (Rozikin et al., 2021).

Challenges in developing school culture based on local wisdom are triggered by the lack of coordination between the central government, community, and schools in school management. Adoption and adaptation of foreign curricula have marginalized local excellence. Thus, there must be cooperation between academics, the governments, and the school managers to solve the problems.

The development of local wisdom based school culture is very significant to be implemented in the school to protect from the bad impacts of globalization, for instance, the character of secularism, consumerism, individualism, hedonism, materialism, fundamentalism, the crisis of life philosophy, and the society getting multicultural (Kloss, 2018). Especially for Junior High School students, they are psychologically in the process of looking for self-identity and have not had a stable emotional even they tend to be easily influenced by the situation around them (Darchieva & Darchieva, 2019). Hence, it is important to give them character education of which one is by applying the local wisdom based school culture (Murti, 2020). The quality of human resources can be enhanced through local wisdom based school culture since this is the part of a culture that can be bequeathed to the next generations (Sahin, et al., 2020). This case can be in the form of values giving impact to the attitude and behavior changes of the school community (Sezgin et al., 2020). The basic thing is because the cultural norm of an organization influences greatly all things involved in the organization (Riveras-León & Tomàs-Folch, 2020). One of the efforts to reconstruct the school for 30 years is concerning on the school cultural (Webber, 2021). Besides, the school culture development can facilitate the implementation of character education for the students and all people in the school that can realize the vision and mission of the school. Bayar & Karaduman (2021) states that basically, the school that implements the school culture consistently will be able to give conviction base and character educational values to the school community.

RESEARCH METHODS

This research used descriptive qualitative research method through the interview, observation, and documentation study. In this case, this study used descriptive data in the form of writing of the interviewees and observation of their act. The research design used was a multi-status study (Olvido, 2021). The multi-status research design is one of the design models used to develop the theory originated from the typical research background so that it can result in a theory that can be transferred to the broader situation and more general scope (Olvido, 2021). There are 12 Excellent Junior High Schools in Madiun Residency. The sample used in this study was a purposive sampling. The purposive sampling existed in three research locations since they can represent the characteristics of Excellent Junior High School; they were SMPN 1 Ngawi, SMPN 2 Ngawi, and SMPN 1 Madiun. This study is descriptive since it tried to describe the data obtained from the journal field and the other literary sources. Besides, the researchers tried to explore thoroughly the other program and research objects. The data collection techniques used in this study were depth-interview, participant's participation, and documentation. The result of interview used snow bolling technique until the process of data

condensation that was the informant's similar perception of the data needed by the researchers.

In this study, the researchers became the key instruments as well as the data collector. Besides, the instruments in the form of documents were complementing the researcher's role as the participant observer. Documentation study uncovered and described the school profile in which contains the vision and mission of each school and the documents related to the school development implementation shown by the photos or reading control sheet. The interview technique was conducted to the informants consisting of three headmasters, six vices of headmasters, 16 teachers, six staffs, 18 students, three committee representatives, and nine parents. From the observation of involvement, it was found that the local wisdom based school culture had been conducted well and thus the schools are relevant to be called as an excellent school. The data validation was done by using credibility technique consisting of triangulation, member checking, giving the extra time of observation, increasing the persistence, peer discussion as well as a reference.

The data analysis technique used in this study consisted of (1) content analysis technique (2) domain analysis technique (3) taxonomy analysis technique (4) componential analysis technique, (5) induction analysis technique (Olvido, 2021).

RESULTS AND DISCUSSION

Results

The informant data grouping based on the age range, working period, and gender was done to complement the research results. The more detailed informant data is shown in Table 1, 2 and 3.

Tabel 1. Distribution of Informant's Age

Age Range	Total number
Under 30 years	19
old 30 – 50	22
years old Above	20
50 years old	
Total	61

Tabel 2. Distribution of Working Period

Working Period	Total Number
Under 10 years	31
11-20 years	6
21 year and above it	24
Total	61

Tabel 3. Distribution of Gender

Gender	Total Number
Male	34
Female	27
Total	61

The data result of the interview, observation, and documentation showed that the local wisdom based school culture in the Excellent Junior High School could be seen through not only the academic and non- academic achievement but also the development of life values supporting the life skill of all school communities. Based on the research conducted, the paradigm development in all sites showed that in the past period, the achievement was emphasized on the academic only. Therefore, with the development of school culture, the school could be excellent among society. This case supported all people in the school to have a good attitude and life value. In fact, local wisdom based school culture in the past was only limited to the students who greeted their teacher, had religious culture and now it increases into 5S (Sapa/greet, Senyum/smile, Salam/regard, Sopan and Santun/polite), religious culture, literacy culture, using Javanese, and clean culture. These cases gave impact to the character building and school achievement of adiwiyata title and referral school. The school then can be a pilot project for the other schools to be an excellent school.

The research results showed the description of school development consisting of five things such as:

- a. The Process of Culture Development Obtained from the Interview Result The results of the development are presented in table 4.

Table 4. The Development of School Culture Model

The Period before 2000	The Period of 2000-2010	The Period of 2010 up to now
Emphasizing on: <ul style="list-style-type: none"> • Handshake habit • Academic achievement 	Emphasizing on: <ul style="list-style-type: none"> • Handshake habit • Religious culture • Cleanness • Academic and non- academic achievements 	Emphasizing on : <ul style="list-style-type: none"> • Academic and non- academic achievements • 5S habit, • The habit of singing Indonesian Anthem • Clean Friday • Using Javanese on Friday • Religious culture • Reading culture/literacy
Created by the school founding fathers.	Involving the headmaster, teachers, and committee.	Involving all people in the school.

- b. The forms of school culture applied in the Excellent Junior High School consisting of six forms: 5S habit (*Senyum/Smile, Sapa/Greet, Salam/Regard, Sopan* and *Santun/Polite*), the habit of singing Indonesian Anthem, national and local songs, literacy culture, cleanness culture, the habit of using Javanese on Friday, and religious culture.
- c. There were five steps of local cultural development applied in the Excellent Junior High School; they were giving the initial idea, clarification, socialization, implementation, and evaluation. The steps of local cultural development are presented in Figure 1.

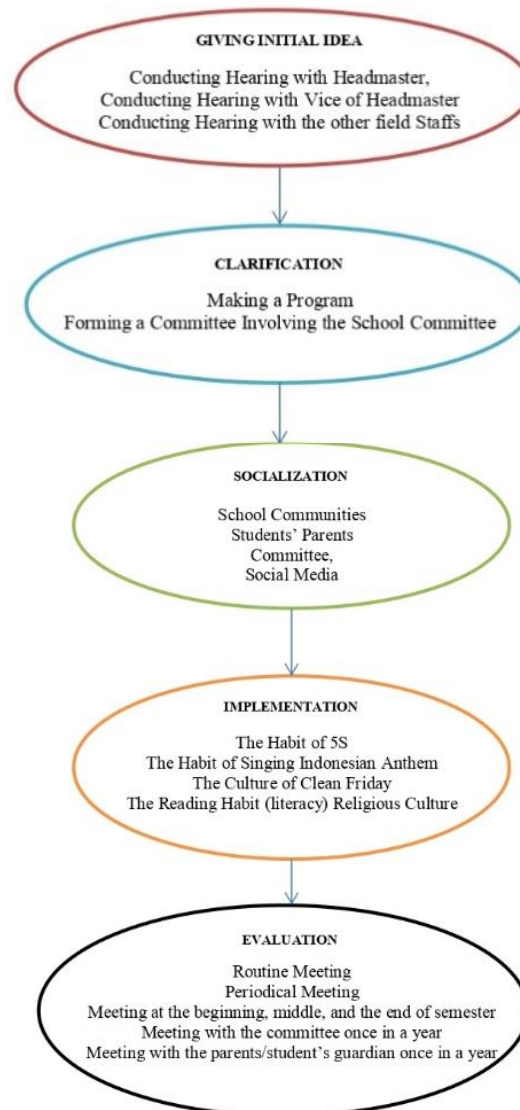


Figure 1 – Chart of the Development Steps of Local Wisdom Based School Culture

- d. Characteristics/development values of local wisdom based school culture resulted in core values, for example discipline value, politeness value, manner, piety value, broadly minded value, loving the culture value, togetherness/cooperative value, honesty value, and independence value.
- e. The contribution of the development of local wisdom based school culture in the excellent

Junior High School is giving benefit to the students, teachers, and the schools. For students, they can be a smart one but still have culture, good deed; for teacher, if the habits are successfully done, they can be upgraded to be a model teacher; for school, it can be an excellent school among society since the school creates the students who not only are smart and get good academic and non-academic achievement, but also have culture and good deeds.

Discussion

The finding showed that the model of local wisdom in the school was feasible to be implemented by increasing the awareness of society local wisdom conservation. The activity included could be based on the project and knowledge management emphasizing on the participation in the level of school and society. When the interaction between the leaders and employees is good, both of them will contribute much to the team communication and collaboration as well as to reach the mission and target obligated by the organization so that it can increase the job satisfaction (Dixon et al. (2021), Ahmad et al. (2020), (Palacio et al., 1967)). From the previous research, it can be concluded that the correlation between the improvement of human resource quality through the education can include the leader's role in implementing organizational culture consistently by considering the management, implementation and how to solve the obstacle and attempt to overcome the implementation constraint (McMaster, 2015). The school is an institution called as an organization so that it cannot escape from the challenge and it should be able to compete in the global competition even it can develop. The consolidation should be done to be more developed by making an innovation to be an excellent school (Song, 2018).

We have to realize that Indonesian people's mindset regarding excellent school still focuses on the achievement of the school. In fact, the excellent school in Indonesia is still rare so that the competition between the schools still exists and there is a gap between the excellent school and not excellent school. Whereas, all schools in Finland are excellent; people no need to find which school is the excellent one. In Denmark, the education is emphasized on the character education while in Canada and Singapore, the education is emphasized on the balance of knowledge and experience, while in Finland, it is emphasized on the continual knowledge discovery based on the children's competency (Peters et al., 2018). Especially in America, to be an excellent school, a school must fulfill three criteria; they are 1) the basic knowledge contains identification and characteristics of school system, (2) morality demand deleting the gap among the students, and (3) emphasizing the commitment and achievement in a big scale (de Groot & Eidhof, 2019).

Therefore, the excellent school conception should be meant as a school that can prosper the students in which the needs and facilities are available. The rise of excellent school should be shared with the other schools so that the students can take the school in comfort wherever they want since all schools are excellent. Trivedi & Prakasha (2021) says that the effort to build an excellent school is necessary to implement the habit involving all people in the school holistically and continuously so that it can create a conducive activity and work atmosphere. Indonesia needs an excellent human resource quality to be able to compete with the other nations. A school is an institution that can be called as an organization so that it cannot escape from the challenge and it should be able to compete in the global competition even it can develop further. Consolidation is needed to develop by doing the new innovation to be an excellent school (Sumarni et al., 2020).

Subsequently, Syahrial et al. (2019) states that in applying local wisdom based curriculum, we have to involve all people in the school, government, private institution, and society. In this

case, the headmaster should have modesty and good professionalism focused on the problem solving and school vision realization. Meanwhile, a teacher in teaching should be able to learn the community and emphasize on the application. The thing that has not been uncovered in the research is how the school develops the local wisdom based school culture and environment so that the school can compete in the era of ASEAN Economic Community (AEC) and globalization. One of the influences of globalization is the fast change of social cultural values causing people mental and prosperity disorder so that it should be overcome in multi-sectors, holistically to create a culture that can defend from stressor created by the global world (Laila et al., 2021).

The biggest problem faced by a human in this globalization era is the disability to live harmonically and together. This capability may come from the use of local wisdom. People who live in the modern city should learn about the local wisdom and suit it to their life. Local wisdom is a basic knowledge obtained from life that is in line with nature. This case is related to the social culture accumulated and continued. This case can be abstract and concrete but the important characteristics come from the experience of the truth got from the living environment. This case emphasizes on the honor to parents and their life experiences. Besides, people will see that moral is more than material (Kasa et al., 2020). This case is in line with Ateş (2019) stating that the students tend to be involved in the learning when they have a sense of belonging and control of what, how, and with whom they learn. If these conditions are realized, the evidence of relationship completed by the peer, teacher, family, society and the other adult people can be seen; the problem that should be paid attention for is social justice since, beyond the background of the students, all of them have right to get a good education.

The correlation between localization and globalization in education is dynamic and interactive. Globalization localized in education can create the higher value to the local development when the creativity and local adaptation can be induced in the process of operational and cultural changes. Perhaps, there are four scenarios of localization and globalization in education including “definitely isolated” and “definitely globalized”, “definitely localized” and “definitely localized and globalized.” These four scenarios represent the efforts implementing any social and organizational values in education. From the perspective of long term local and global development, the scenario emphasizing on the integration of localization and globalization should be the better choice (Kılıçoğlu, 2019). Local wisdom actually has two main things; they are the human’s way of thinking and organization atmosphere. In the globalization era nowadays, people tend to depend on the technology development; so that the cultural transformation resulted can be common and uncommon. In the common transformation, the change happens in the form of culture combination. The local culture is even maintained but it is integrated into a foreign culture (İhtiyaroğlu, 2019).

From the explanation above, the researchers have found that the development of local wisdom based school culture is very important. Beside it can maintain internally the school excellence among society, but it can also anticipate the influence of globalization giving negative impact to the students’ behavior and the decrease of educational function. Globalization causes the basic and complex changes among society and forces people to face the challenge and risk that also threatens the emotional stability (Mensah, 2019).

The development of local wisdom based school culture in the Excellent Junior High School can be classified into five groups. The five groups are (1) process of school culture development (2) models of school culture (3) steps of school culture (4) characteristics/values of school culture (5) contribution of school culture to the students, teachers, and school.

First, the process of the development of school culture can be concluded that there was an increase in each period quantitatively and qualitatively; in term of quantity, there was an additional of culture model; in term of quality, there was a paradigm change and implementation involving the participation of school community. From the perspective of a field theory of Kurt Lewin, it can be concluded that someone's living space is the total number of all psychological facts influencing someone's behavior in certain time and environment (Sezgin et al. (2020), Riveras-León & Tomàs-Folch (2020), and Song, (2018). Basically, the leadership structure involving the community and organizational system change can continually form a positive culture (Dos Santos, 2020).

Second, the models of school culture applied basically consist of five things such as 5S, the habit of singing Indonesian anthem, national and local songs, literacy culture, cleanness culture, the habit of using Javanese on Friday, and religious culture. From these habits, the students' characters were formed to be not only intellectually smart people, but also committed to the God and to have culture, so that it can realize the vision and mission of the school. The character education in the school must be based on the good life character values that later it can develop in the greater values based on the need, condition, and school environment. It is true that the success of an organization can be seen from the application of organization culture since it can influence significantly the performance, effectiveness, morale, and productivity of employee in a company (Webber, 2021). Schenck (2020) says that organizational culture can be maintained if people implement it holistically, continually and in the smooth character even it has become the part of their life. For example, Sahin, et al., (2020) shows that the senior teachers were experienced with a strong commitment to the faith based identity. This case means the teachers were more commitment than their friends to integrated the Catholic perspective in the curriculum holistically. The religious environment and education changes gave a serious challenge to such efforts. Integration of Catholic social teaching into curriculum holistically gave a feasible and relevant approach to express the identity of Catholic school.

Third, the steps of the development of local wisdom school culture consist of (1) giving the initial idea, (2) clarification, (3) socialization, (3) implementation and (5) evaluation. Such cases are in line with the facts influencing the school culture including the policy and procedure in reaching the school success (Anggraini, 2017). The effective strategy really needs commitment and support from the school community (Bayar & Karaduman, 2021).

Fourth, characteristics/values of school culture development resulted in a core value such as discipline, independence, hospitality, manner, broadly minded, having the good deed and committed to the God, loving culture and being cooperative. Basically, the success of character education always results in the good life values. For instance, Trivedi & Prakasha (2021) states that the positive character values can be begun from the honorable and attention of a leader to the students and their family that later it can be the way of education reformation. Olvido (2021) mentions that the inevitable thing is that along the cultural history in the education world, the education has two big goals; they are creating smart student and good student; it means that the student can be the best, do the best thing in all life aspects.

Fifth, contribution of school culture development to the student is making them to have good deed, not only smart, but also committed to the God and to have culture; for teacher, he/she can improve their performance even facilitate them in delivering the lesson and demand them to be a good model for their students; for school, it will be an excellent school that is reliable in building the character. The rise of school culture will influence very much all activities of school

community if it is designed and managed well, structurally and systematically and finally it can contribute positively to the school (Riveras-León & Tomàs-Folch, 2020). The leadership structure involving the community and courage to change the organization continually will result in a positive culture. The character can be built through habituation developed continually based on the cultural values and school potential that later on they can be the special characteristic seeded by the school. A positive culture of the school will result in positive character (Rozikin et al., 2021). Bayar & Karaduman (2021) states that the view regarding the excellence and some complexities of expectation, trust, attitude, and understanding influencing the last outcome in many things.

CONCLUSION

First, generally, the development of local wisdom school culture in the Excellent Junior High School basically includes all people in the school. To be an excellent school, the experience, repair, and empowerment of all people in the school are necessary and all of them are influencing each other. This case is based on the idea that school culture is the result of a together agreement that must be implemented consistently. In the implementation, we have to choose and sort which school culture that should be implemented in order the school has an identity as an excellent school within society. The development of school culture in the Excellent Junior High School in Madiun Residency is significant in term of the model of school culture. The culture of 5S had developed into three models; they were 5S, religious culture, and cleanness culture, and now it develops into six models of school culture; they are 5S, religious culture, the cleanness culture, the habit of singing Indonesian Anthem, national and local songs, and literacy culture, when these cultures are seen from the aspect of their quality. They support the students' character building and it means that they can realize the vision and mission of the excellent school. The development of school culture in the excellent school includes four things; first, the models of the development of school culture implemented such as the culture of 5S, the habit of singing Indonesian Anthem, national and local songs, the literacy culture, the cleanness culture, the habit of using Javanese on Friday, and religious culture. All of them are the realization of the vision and mission of the school.

Second, regarding the step of school culture development, it consisted of five steps such as (1) the giving the initial idea, (2) clarification, (3) socialization, (4) implementation, and (5) evaluation. The five steps are the steps in supporting the character education goal so that the school attempts to implement them well, systematically and in controlled. In this case, complementing it is by providing extracurricular and involving the school in any competitions related to the school culture development. The facts influencing the existence of school culture include the policy, procedure, and behavior in reaching the achievement.

Third, characteristic/values of local wisdom school culture development in the Excellent Junior High School resulted in the good deeds such as discipline, independence, being committed to the God, honesty, hospitality, manner, smartness, and being cooperative.

Fourth, the contribution of school culture development is intended to the students, teachers, and school; for students, they have good deeds, they are not only smart but also committed to the God and they have culture; for teachers, they can improve their performance even facilitate them in delivering the lesson and become a good model for their students; for school, it can be an excellent school seeded by people in building the character. From the research results, it can be concluded that one of the ways of being an excellent school is by developing the local wisdom school culture.

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