

## **Toraja Wisdom-Based Principal Training Model for Elementary Schools**

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### **Abstract**

*The high sensitivity of investors to stock trading activities raises concerns that more and more investors are at risk of not understanding when is the right time to sell and buy stocks. This study introduces a new approach to comprehensively examine how male and female investors in Indonesia make better and more informed decisions by utilizing their understanding in the context of the digital era, especially during bearish and bullish markets. The central role of Gender will play an important role in facilitating the relationship between digital stock trading literacy and capital market discipline. An empirical online survey with a sample of 343 respondents in Indonesia is used as valid data in this study. Using the PLS-MGA model, our findings show the moderating role of Gender significantly found that digital stock trading literacy is able to influence market discipline in male and female investor groups, although male investors show a stronger influence than female investors. Male investors who have higher levels of digital stock trading literacy tend to be more disciplined in the market, while female investors, despite having high literacy, do not show the same market discipline due to other influencing factors.*

**Keywords:** *Training Model, Toraja Local Wisdom, School Principal*

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## **INTRODUCTION**

Leadership is a practical skill that encompasses the ability of an individual or an organization to guide or lead another person, a team, or an entire organization [1]. Human resource management is a crucial effort aimed at placing personnel in the right positions according to their expertise. According to [2], human resource management involves the attraction, selection, development, maintenance, and utilization of human resources to achieve both individual and organizational goals. The success of education in schools is largely determined by the extent to which leaders possess a strong vision and clear steps (mission) to realize it. Effective leadership is characterized by the ability to realize this vision. According to Minister of National Education Regulation No. 13/2007 on School/Madrasah Principal Standards, there are five principal competencies that must be continuously improved. These competencies include personality, managerial, entrepreneurial, supervisory, and social skills [3][4]. These competencies are expected to enable the principal to realize the school's goals or vision. Local wisdom represents the noble values that apply in community life, aiming to protect and manage the environment sustainably [5]. However, these values are often marginalized due to advances in science and technology. [6] found that local wisdom values have shifted as a result of the influence of information technology development.

Leadership in education is critical for fostering effective learning environments. Principals play a pivotal role in shaping school culture and driving educational success. As highlighted by Tadius et al., effective leadership encompasses the ability to guide teams and organizations toward achieving their goals, which is especially significant in culturally rich contexts like Toraja. The integration of local wisdom into leadership training can enhance the effectiveness of school principals by aligning their practices with community values and expectations.

Local wisdom refers to the knowledge and practices that have evolved within a community over time, often reflecting its cultural heritage and social norms. In the context of Toraja, local wisdom includes values such as **kina** (kindness), **manarang** (intelligence), and **barani** (courage), which are essential for developing strong leadership qualities. However, the contemporary educational landscape often overlooks these values due to the increasing influence of modernity and technology, leading to a disconnect between school leadership and community expectations.

Research has shown that incorporating local cultural values into leadership development can significantly improve the effectiveness of educational leaders. For instance, Marhawati's study on principal leadership in Gorontalo emphasizes that local cultural integration fosters better engagement and responsiveness among school leaders. This highlights the necessity for a training model that not only meets national educational standards but also resonates with local cultural contexts.

### **Importance of Local Wisdom in Leadership Development**

The significance of integrating local wisdom into educational leadership is underscored by various studies. Local wisdom embodies values that are crucial for effective leadership, as they resonate with the community's expectations and enhance the principal's authority and respect within the school environment. For example:

- **Cultural Relevance:** Research indicates that educational leaders who embrace local cultural values are more successful in engaging with their communities and addressing their specific needs. This is particularly relevant in regions like Toraja, where traditional customs play a vital role in societal interactions.
- **Enhanced Competence:** Study found that principals who understood and applied local wisdom demonstrated improved personality competence, which is essential for fostering a positive school culture. This aligns with findings from other regions where culturally informed training programs led to enhanced leadership effectiveness.
- **Community Engagement:** Engaging with local wisdom not only improves leadership skills but also strengthens community ties. This research emphasizes that principals who actively incorporate community values into their leadership practices foster greater trust and collaboration among stakeholders.

### **Challenges in Implementing Local Wisdom**

Despite its benefits, integrating local wisdom into principal training faces challenges:

**Modernization Pressures:** The rapid advancement of technology and globalization often marginalizes traditional values, making it difficult for educational leaders to maintain a balance between modern practices and local customs.

- **Lack of Awareness:** Many principals may lack awareness or understanding of their community's cultural heritage, leading to ineffective implementation of local wisdom in their leadership styles.
- **Training Gaps:** There is often a gap in training programs that adequately prepare principals to incorporate local wisdom into their practice, highlighting the need for tailored professional development initiatives.
- Developing a training model for elementary school principals in Tana Toraja based on local wisdom is essential for enhancing their personality competence and effectiveness as leaders. By integrating culturally relevant values into leadership training, this approach not only aligns educational practices with community expectations but also fosters a more inclusive and responsive educational environment. Future research should focus on evaluating the impact of such training models on principal performance and student outcomes, ensuring that educational leadership remains rooted in the rich cultural heritage of the communities they serve.

Based on the observations and interviews conducted in several schools targeted as research subjects, it was found that school leaders or principals lacked understanding of Toraja local

wisdom values, let alone implementing them. Generally, the leadership is formal leadership, which affects the effectiveness in realizing school goals. They are appointed as principals based on rank and class, without consideration of local leadership values. According to one community leader (M.R.), leadership in Toraja society is still strongly influenced by customs and culture. It is explained that leaders should understand the values prevailing in society, so that their leadership is respected or has authority. Toraja, which still upholds customs and culture, highly respects leaders or community leaders, especially those in the interior. The development of principal education and training materials, particularly the improvement of principal personality competence by understanding the values that must be possessed by a leader, especially in Toraja, will serve as the basis or introduction for principals both from Toraja itself and from other regions. Thus, the integration of local wisdom values into the principal's personality competence will have a positive impact on improving their ability to become effective leaders. Based on this description, the researcher formulated the problem related to how the development design of the local wisdom-based Principal training model can improve the personality competence of elementary school principals in Toraja.

## RESEARCH METHODS

This research is a development research as stated by, which involves obtaining information on user needs (needs assessment) and then continuing with development to produce products and assess their effectiveness. The research subjects in this Toraja local wisdom-based training model development design are principals, trainers/facilitators, and expert validators who will provide information in the development of the designed model. The research was conducted in Tana Toraja Regency, with Saluputti Regency selected as the study site. This regency was chosen because it is considered representative, being both urban and remote. The planned research design used in this study is the ADDIE development model design developed by. The ADDIE model consists of five stages of development: 1) analysis, 2) design, 3) development, 4) implementation, and 5) evaluation.

The ADDIE model is a systematic approach to instructional design that ensures a structured and comprehensive process for developing training programs. It begins with an analysis of the problem or need, followed by the design of the solution, the development of the instructional materials, the implementation of the training, and finally, the evaluation of the effectiveness of the training program. This model is particularly suitable for this study as it allows for a thorough and systematic approach to developing a Toraja local wisdom-based training model for principals in Tana Toraja Regency.

The research focus in this study is the development of training materials based on Toraja local wisdom to improve the personality competence of school principals. The training materials based on Toraja local wisdom are developed in accordance with Permendiknas No. 13/2007, which emphasizes the competence of school principals. The description of the focus in this study is as follows: The development of this training material was carried out to create a valid, practical, and effective teaching material product.

The training materials intended in this development are training materials based on Permendiknas No. 13/2007 and incorporate local Toraja values that can be implemented in the leadership of school principals to improve their personality competence. This approach ensures that the training materials are both grounded in national standards and infused with local wisdom, providing a comprehensive framework for enhancing the leadership abilities of school principals.

## RESULT AND DISCUSSION

### Results

The development design of the local wisdom-based principal training model in improving the personality competence of elementary school principals in Toraja is based on the ADDIE model. The ADDIE model consists of five stages of development: 1) analysis, 2) design, 3) development, 4) implementation, and 5) evaluation. This model is a systematic approach to instructional design that ensures a structured and comprehensive process for developing training programs. Here is a detailed description of the ADDIE model as applied to the development of the local wisdom-based principal training model:

#### Analysis:

- Needs Assessment: Identify the needs and gaps in the current training programs for elementary school principals in Toraja.
- User Needs: Determine the specific requirements and expectations of the principals, trainers, and expert validators involved in the development process.
- Contextual Analysis: Understand the cultural and social context of Toraja, including the local wisdom values that are relevant to leadership.

#### Design:

- Learning Objectives: Define the specific learning objectives for the training program, focusing on improving the personality competence of principals.
- Curriculum Development: Create a detailed curriculum that integrates local wisdom values with the national standards for principal competence.
- Instructional Strategies: Design instructional strategies that incorporate practical and interactive methods to engage principals effectively.

#### Development:

- Training Materials: Develop comprehensive training materials that include case studies, scenarios, and role-playing exercises based on local wisdom values.
- Assessment Tools: Create assessment tools to evaluate the understanding and application of local wisdom values by the principals.

#### Implementation:

- Training Sessions: Conduct training sessions for principals, trainers, and expert validators, ensuring that the training is delivered in a way that is engaging and relevant to their needs.
- Feedback Mechanisms: Establish feedback mechanisms to gather insights from participants and make necessary adjustments to the training program.

#### Evaluation:

- Formative Evaluation: Conduct formative evaluations during the training sessions to assess the effectiveness of the training materials and instructional strategies.
- Summative Evaluation: Conduct summative evaluations after the completion of the training program to assess the overall impact on the personality competence of the principals.

By following the ADDIE model, this study aims to develop a comprehensive and effective local wisdom-based principal training model that improves the personality competence of elementary school principals in Toraja.

The following describes the results of the development design of the Toraja local wisdom-based training model to improve the personality competence of school principals in Toraja:

#### Analyze Stage

The development of this training model is based on the need to improve the personal competence of school principals. The results showed that local wisdom values are necessary to approach

problem-solving in leadership based on the values prevailing in the community. The literature review indicates that developing leadership optimization can be achieved by integrating local values into leadership (Research with the title "Implementation of Principal Leadership Based on Huyula Cultural Values in Gorontalo Remote Areas" by Marhawati). This demonstrates that each region can develop the values existing in its area to enhance the leadership competence of school principals or leaders of other organizations. Therefore, it is a strong reason to develop principal training materials by integrating Toraja cultural values, in particular, and local cultural values in general, to improve principal competencies.

### **Design Stage**

The concept designed in the development of the Toraja local wisdom-based principal training model is to identify Toraja local wisdom values that are relevant to the needs in the leadership process. Furthermore, these local wisdom values will be arranged in the form of training materials using media as needed. The values of Toraja local wisdom that are relevant in improving the personal competence of school principals, based on the results of identification through discussions with school principals and traditional leaders (YS) held on March 27, 2024, are as follows:

- a. Kina  
Kina, which means kind, wise, and intelligent in Indonesian, is very relevant to improving the tradition of noble character, personality integrity as a leader, having talents and interests as an educational leader.
- b. Manarang  
Manarang, which means smart, intelligent, tenacious, and having leadership skills in Indonesian, is relevant to being noble, having integrity, having the desire to develop oneself, and being able to control oneself in facing problems at work.
- c. Barani  
Barani, which is interpreted as courageous, sacrificial, firm, disciplined, and having integrity in Indonesian, is very relevant to the competency indicators that principals must have, such as a strong desire to develop themselves as principals and having personal integrity as leaders.
- d. Kombongan  
Kombongan, which means gathering or people who gather to discuss something for the benefit of the group, is very relevant to developing a culture and tradition of noble morals and being an example of noble morals for the community in schools/madrasas. This value means that every policy taken should be through joint deliberation.
- e. Tengkosituru'  
The philosophy of *tengko situru'* is inspired by one of the agricultural activities, namely plowing rice fields using two buffaloes as plow pullers. This value means that all work or activities must be in line or in harmony. The indicator of the principal's personality competence that is relevant to this value is the ability to control oneself in the matter of work as a principal and having a strong desire in self-development as a school/madrasah principal.
- f. Longko'  
Longko', which means shame or feeling uncomfortable for violating norms in Indonesian, is relevant to the indicators of personality competence such as having personality integrity as leaders, being exemplary, and open in carrying out their duties and functions as principals.
- g. Misa  
Misa kada dipotuo pantan kada dipomate is a motto that means united we will live and dissent brings death. This motto is relevant to the indicators of the principal's personality competence, such as having a strong desire in self-development as a school/madrasah

principal. Misa kada means unity or togetherness in the group, dipotuo means from togetherness we can live, pantan kada means no togetherness, while dipomate means destruction.

h. Bassa'

Bassa', which means diligent, disciplined, hardworking, and tenacious in Indonesian, is relevant to the principal's personality competence indicator of having a strong desire for self-development as a school/madrasah principal. A strong desire to develop oneself means being disciplined, hardworking, and resilient in carrying out leadership tasks.

i. Siangkaran

Siangkaran in the Torajan language can be interpreted as lifting the poor or helping someone who is not economically capable. One example of siangkaran in the Toraja tradition at rambu solo' is helping each other in preparing the needs of the traditional ceremony. The indicator of personality competence relevant to this siangkaran value is openness in carrying out tasks, which means the division of tasks according to their respective competencies and providing assistance to those who need help both materially and sharing experiences.

### **The Development Stage**

At the development stage of the Toraja local wisdom-based principal training materials, the preparation of materials begins with an understanding of the principal's personality competence based on the regulation of the Minister of National Education of the Republic of Indonesia number 13 of 2007. Additionally, the understanding of Toraja local wisdom values that are relevant to the principal's personality competence indicators is essential. After understanding the values, these values are then elaborated into the principal's personality competency indicators. At this stage, the material was presented (pilot test) to school principals and prospective principals. The activity was held on March 19, 2024, and was attended by 59 participants, including school supervisors.

### **Implementation Stage**

The implementation of the training by integrating Toraja local wisdom values was conducted on March 19, 2024, in Saluputti sub-district. The training was attended by 59 participants and one primary school supervisor.

### **Evaluation Stage**

The evaluation stage is the final stage to ensure that the training or learning materials develop according to plan and meet the needs of the participants. At the end of the training activities, discussions were held with the participants and questionnaires were distributed to find out the participants' responses related to the training materials developed. The questionnaire data will be presented in the section on the validity, effectiveness, and practicality of the training model developed.

### **Discussion**

The development design of the Toraja local wisdom-based training model in this study is based on the ADDIE development model. The development of this training material begins with a needs analysis or the reason for the need for this development to be carried out. Furthermore, the design, development, implementation, and evaluation of the development implementation are carried out. At the analysis stage, pre-research was conducted by measuring the personality competence of principals in Toraja through pre-test, interview, and questionnaire. As explained in the data exposure, measurement using a questionnaire found that personality competence was in the good category, and the results of the competency test (pretest) were at an average value of 77.29. This shows that efforts need to be made so that personality competence can be further improved or arrive at a better competency test score or enter the excellent category. The development of this training model was also based on interviews with traditional leaders. According to [9], principal leadership based on customary and cultural values is very relevant to

the leadership needs in schools. In addition, there is a concern that if no one cares about cultural values, they will gradually be forgotten by our generation. According to [10], the importance of cultural values education in maintaining local cultural heritage in Indonesia includes Indonesia's population and ethnic diversity, religion, gender status and roles, collective culture, the importance of family, the importance of harmony, and attitudes towards time. The study of leadership in the context of a particular culture or ethnicity, as studied in Ethnoleader, involves understanding how cultural values, norms, and practices influence the way a person leads and is followed in a group or society [11]. Therefore in developing this training material, integrating the values of Toraja local wisdom as an effort to improve the personality competence of school principals, culture can influence behavior in leadership, so cultural values that are still relevant to improving work ethic need to be maintained. This is in line with what Robert J. House stated about how a good culture is maintained because culture influences leadership behavior and practices. He identified several cultural dimensions that influence leaders' preferences and behaviors, such as orientation to the future, social stability, and the level of compliance with authority. The design of the development of training materials based on Toraja local wisdom values begins with identifying Toraja local wisdom values that are still relevant to the values that need to be developed in leadership. In addition, the measurement of the personality competence of school principals was also carried out to get an overview of the need to improve the personality competence of school principals. Furthermore, the identified Toraja local wisdom values were integrated into the indicators of the principal's personality competence. The integrated Toraja local wisdom values were then presented and received a very good response from the training participants.

## CONCLUSION

The development design of the Toraja local wisdom-based Principal training model in improving the personality competence of Elementary School principals in Toraja begins with analyzing training needs, then the preparation of instruments and development by compiling training development models, training materials, and training guides. Furthermore, the developed model is implemented, and then evaluated to determine the practicality and effectiveness of the developed model development. The training model developed in this study is still limited to the sample of the research site, and allows the values developed to be very limited so that users can collaborate with traditional leaders to further enrich the values developed. The Toraja local wisdom-based principal training model is expected to be one of the inseparable parts (references) of the principal training material, so that the principal's personality competence can be built or improved through local wisdom values that are still relevant to the development of science and technology.

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