

# Reimagining School Management: Integrating Local Wisdom to Enhance School Quality in the Society 5.0 Era

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## ABSTRACT

Integrating cultural values into school management is essential for strengthening institutional identity while equipping educational communities to navigate the challenges of modernization, technological advancement, and the Society 5.0 era. This study aims to develop a school management model based on *Sabilulungan* local wisdom to improve school quality sustainably in the Society 5.0 era. This study uses a Research and Development (R&D) approach with the ADDIE (Analysis, Design, Development, Implementation, Evaluation) development model. Data collection was carried out through questionnaires, in-depth interviews, observations, and documentation studies, with triangulation of methods and sources to increase the validity of the findings. The results of the study indicate that school management that integrates *Sabilulungan* values such as mutual cooperation, deliberation, and togetherness can increase the effectiveness of planning, implementation, organizing, and supervision in schools. This model strengthens community participation, strengthens a humanistic organizational culture, and improves overall educational performance. It could be concluded, the implementation model has also proven effective in the social and technological context in school, with the support of principals, teachers, and school communities as key success factors. This research provides theoretical contributions in the development of local wisdom-based management models and offers practical solutions for more adaptive, participatory, and contextual school management.

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## Introduction

The transformation of education in the society 5.0 era requires school management systems to evolve dynamically in response to rapid technological advancement, increasing

social complexity, and the need to preserve local cultural identity (Sumarmi, 2025; Sahito et al., 2024; Rafsanjani, 2023; Darmaji et al., 2019). Society 5.0 emphasizes human-centered innovation in which technology serves as an enabling tool to improve societal well-being rather than as an end in itself (Atay et al., 2025; Saha, 2025; Tavares et al., 2022). Within educational contexts, this paradigm demands school management approaches that integrate digital transformation with humanistic values, collaborative participation, and culturally embedded practices. However, the adoption of technology-driven management models often prioritizes efficiency and innovation while overlooking local cultural values that shape educational ecosystems and institutional identity (Fostersti et al., 2024; Hindaryatiningsih et al., 2024). This imbalance creates a critical challenge; how educational institutions can harmonize modernization with cultural authenticity in order to achieve sustainable educational quality.

Bandung, as one of Indonesia's dynamic educational hubs, reflects this tension between technological advancement and cultural integration (Anggreni & Fachrurrazi, 2025; Lestari & Kurniawan, 2025; Fathurrochman et al., 2025). While schools increasingly adopt digital management systems and technology-supported learning environments, the incorporation of local cultural values into formal managerial structures remains sporadic and insufficiently institutionalized. In particular, the Sundanese philosophy of *Sabilulungan*, which embodies principles of mutual cooperation, collective deliberation, and shared responsibility, has significant potential to strengthen participatory governance, collaborative leadership, and inclusive organizational culture within schools (Istianti et al., 2022; Budiana et al., 2022). Despite its relevance, this cultural philosophy has rarely been conceptualized systematically as a structured school management framework aligned with contemporary educational demands.

Existing school management models, such as total quality management (Wani & Mehraj, 2014), school-based management (Amon & Anggal, 2021), and transformational leadership (Bush, 2018) have significantly contributed to improving institutional accountability, organizational performance, and quality assurance. Nevertheless, these frameworks are predominantly influenced by Western managerial paradigms and may not fully accommodate the socio-cultural diversity characteristic of Indonesian education. Previous research indicates that contextualized community participation enhances the effectiveness of school-based management (Shibuya, 2022; Ezenwaji et al., 2019; Triwiyanto & Juharyanto, 2017; Kozuka et al., 2016), yet the integration of local cultural values remains underexplored. Furthermore, recent studies in digital era education largely focus on technological integration, data-driven governance, and administrative efficiency, with limited investigation into how local wisdom can function as a strategic value framework in school management (Holstein et al. (2019); Castañeda & Selwyn, 2018). This highlights a significant research gap: the absence of comprehensive models that systematically integrate local cultural philosophy, participatory governance, and digital-era management practices.

Addressing this gap, the present study proposes the development of a local wisdom-based school management model grounded in the philosophy of *Sabilulungan*. The novelty of this research lies in integrating cultural values with modern management frameworks while embedding collaborative principles into the POAC (Planning, Organizing, Actuating, Controlling) management structure. Unlike previous approaches that treat culture as a complementary element (Tierney, 2023; Ramsey & Lorenz, 2016), this model positions local wisdom as the foundational framework guiding decision-making processes, stakeholder engagement, and organizational culture development. Theoretically, this study expands the discourse on educational management by incorporating cultural identity as a strategic

dimension of quality improvement, aligning with arguments that culturally grounded education strengthens institutional identity and social cohesion (Oluwatosin & Rojak, 2023). Practically, it demonstrates that continuous improvement principles emphasized in quality management theories can be reinforced through collective values rooted in local traditions rather than relying solely on technological or procedural interventions.

The purpose of this study is to develop a *Sabilulungan*-based school management model that is relevant, contextual, and applicable within the Society 5.0 era. Specifically, this research aims to create a management framework capable of balancing technological adaptability with cultural sustainability to enhance school quality. Accordingly, this study addresses the following research questions: (1) What are the actual conditions of school management implementation in improving quality? (2) What is the initial design of the *Sabilulungan*-based school management model? (3) How is the development model positioned within the context of the Society 5.0 era? (4) How is the model implemented in real practice? (5) How effective is the model in improving school quality?

This research contributes theoretically by advancing culturally grounded educational management models that integrate local wisdom with contemporary digital-era frameworks. From a policy perspective, the findings provide insights for developing context-sensitive educational strategies that align modernization with cultural preservation. Practically, the proposed model offers guidance for school leaders and stakeholders in implementing collaborative, inclusive, and culturally responsive management practices. Given the increasing complexity of educational challenges in the Society 5.0 era, integrating technological innovation with local cultural values represents not only an academic necessity but also a strategic pathway toward sustainable and identity-based educational transformation.

## Method

This study employed a qualitative-based research and development (R&D) design aimed at developing a local wisdom-based school management model grounded in the philosophy of *Sabilulungan* to enhance school quality in the Society 5.0 era. The research design integrates the principles of development research proposed by Gall et al (2007) with the ADDIE framework (Analysis, Design, Development, Implementation, Evaluation) to ensure a systematic, iterative, and contextually responsive model development process. The qualitative approach was selected to enable an in-depth exploration of social dynamics, cultural practices, and managerial processes embedded within school environments, allowing local cultural values to be meaningfully translated into practical management structures.

The ADDIE framework guided the overall research process, with evaluation embedded continuously at each stage to ensure iterative refinement and contextual validity (**Figure 1**). The analysis stage focused on identifying existing school management practices, challenges in integrating technology and cultural values, and stakeholders' needs related to quality improvement in the Society 5.0 era. Data were collected through in-depth interviews, participatory observation, and document analysis involving principals, teachers, school committees, parents, and community leaders selected purposively based on their active roles in educational governance. Thematic analysis following Braun and Clarke (2006) was applied to identify patterns reflecting the principles of *Sabilulungan* as local wisdom value within school practices. Formative evaluation at this stage involved triangulation across data sources to ensure credibility and contextual relevance.

The design stage translated analytical findings into a conceptual framework for the *Sabilulungan*-based school management model. The model structure integrated local cultural values into modern management principles, including the POAC (Planning, Organizing, Actuating, Controlling) framework aligned with collaborative governance principles. Evaluation during this phase consisted of internal consistency checks and alignment with theoretical constructs derived from educational management and organizational culture literature.

During the development stage, the preliminary model was operationalized into practical guidelines, implementation procedures, and supporting instruments. Expert validation was conducted using the Delphi technique combined with focus group discussions (FGDs) involving educational management experts, practitioners, and cultural leaders. This validation process evaluated structural clarity, cultural appropriateness, feasibility, and alignment with Society 5.0 educational demands. Feedback obtained through iterative rounds of expert consultation informed systematic revisions of the model. Formative evaluation ensured that both conceptual robustness and contextual applicability were achieved prior to field implementation.

The implementation stage involved pilot testing in selected schools to examine the practicality and effectiveness of the developed model. Limited trials were conducted using a quasi-experimental approach to assess improvements in school quality dimensions, including input, process, and output indicators. Data collection instruments included stakeholder perception questionnaires, classroom and organizational observation guidelines, and school performance evaluation tools that were developed and subjected to validity and reliability testing. Evaluation at this stage focused on usability, stakeholder engagement, and observed changes in governance practices and educational service quality.

Evaluation served as a continuous and integrative component throughout all ADDIE stages, combining formative evaluation during analysis, design, and development with summative evaluation during implementation. Data from interviews, observations, and trial outcomes were analyzed descriptively and comparatively to determine the effectiveness of the model and to guide further refinement. Through this iterative development process, the resulting *Sabilulungan*-based school management model is expected to demonstrate theoretical validity, practical feasibility, and contextual adaptability in addressing educational management challenges within the Society 5.0 era, particularly in fostering synergy between technological advancement, cultural values, and educational quality improvement.

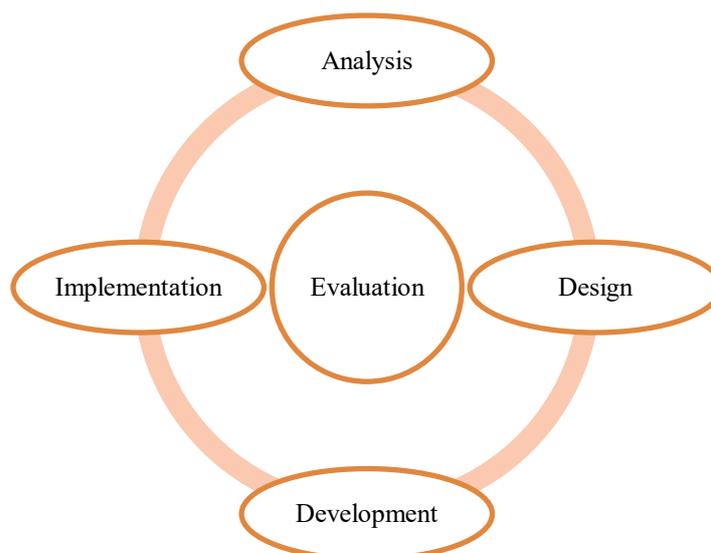


Figure 1. ADDIE Research with Embedded Evaluation in Each Stage

## Results and Discussion

### Actual Conditions of School Management Implementation in Improving Quality

The findings from the analysis stage revealed that current school management practices in Bandung are predominantly principal-centered, with decision-making processes largely driven by administrative authority rather than collaborative governance. Although schools have begun adopting digital tools for administrative efficiency, stakeholder engagement remains limited, particularly in strategic planning and evaluation processes. This aligns with previous studies indicating that hierarchical leadership structures often hinder participatory management and reduce the effectiveness of school-based management initiatives (Polistico et al., 2025; Yusuf et al., 2019). As illustrated in Figure 2, existing conditions demonstrate that input components such as human resource quality and socio-cultural potential have not been fully mobilized to support collaborative processes.

Furthermore, the integration of local cultural values into management practices is still informal and symbolic rather than systemic. While values reflecting cooperation and consensus exist in community interactions, they are rarely embedded into formal governance mechanisms such as policy formulation, program evaluation, or organizational structures. Similar findings have been reported by Fathurrochman et al. (2025), who noted that local wisdom is frequently acknowledged rhetorically but lacks operational frameworks within school management. This gap highlights the need for a structured model capable of transforming cultural practices into managerial strategies.

Another key issue identified concerns the mismatch between technological adoption and organizational culture. Schools increasingly utilize digital platforms for reporting and communication; however, technology integration tends to focus on technical functionality rather than fostering collaborative participation or collective decision-making. Studies by Sahito et al. (2024) emphasize that digital transformation in education is ineffective when disconnected from organizational culture and social values. Therefore, the baseline condition demonstrates a fragmented system where inputs exist but lack cohesive integration within participatory and culturally grounded processes.

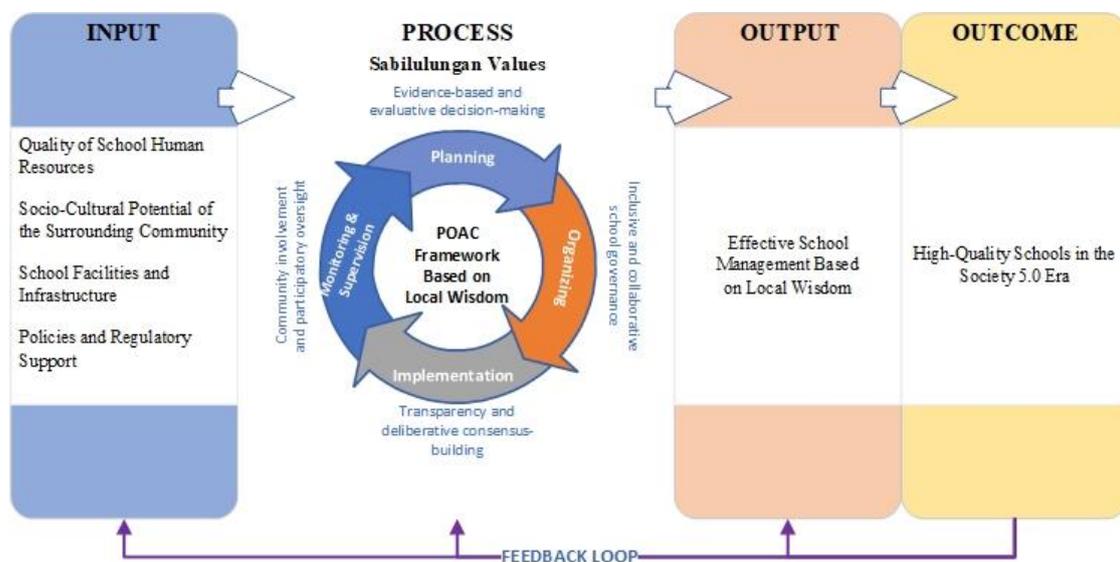
## Initial Design of the *Sabilulungan*-Based School Management Model

Based on the analysis findings, the initial design of the *Sabilulungan*-based school management model was developed using an Input–Process–Output–Outcome framework integrated with local cultural values. As shown in **Figure 2**, the input components include human resource quality, socio-cultural potential, infrastructure, and regulatory support, which collectively serve as foundational drivers of participatory management. These inputs were conceptualized not merely as resources but as dynamic elements that enable collaborative governance.

The process component adopts the POAC framework (Planning, Organizing, Actuating, Controlling) infused with *Sabilulungan* principles such as deliberation, mutual cooperation, and collective responsibility or collaboration. Planning emphasizes evidence-based and evaluative decision-making; organizing reflects inclusive governance structures; implementation prioritizes collaborative action; and supervision incorporates participatory monitoring mechanisms. This approach expands traditional management frameworks by embedding cultural values as guiding principles rather than supplementary elements, consistent with organizational culture theories (Tierney, 2023; Ramsey & Lorenz, 2016).

Visually, this model produces output in the form of effective school management that is responsive to local values. This model provides a way to create quality school outcomes in the Society 5.0 era, an educational environment that does not only rely on technology, but is also embedded in human values. Because society 5.0 emphasizing not only pertaining technology, but also human centered (Atay et al., 2025; Saha, 2025; Tavares et al., 2022). The integration of strong input, participatory and value-based processes, and adequate technological support, the *Sabilulungan* model offers a holistic approach to improving school quality sustainably.

The design also integrates a continuous feedback loop to enable iterative improvement, reflecting the principle of continuous quality enhancement emphasized in Total Quality Management (Wani & Mehraj, 2014). By aligning cultural values with managerial processes, the model addresses limitations identified in previous management frameworks that often neglect local socio-cultural contexts. Thus, the initial design establishes a culturally grounded yet structurally systematic management model capable of responding to modern educational challenges.



**Figure 2.** Visualization of The *Sabilulungan* Local Wisdom-Based School Management Model

## Positioning of the Development Model within the Society 5.0 Context

Within the Society 5.0 framework, the developed model positions technology as an enabler of human-centered collaboration rather than a replacement for human interaction. The integration of digital tools supports data-driven planning, transparent communication, and inclusive participation among stakeholders. This reflects the Society 5.0 principle that technological advancement must enhance human well-being and social cohesion (Saha, 2025; Tavares et al., 2022).

The model also aligns with emerging discussions on culturally responsive digital transformation, which argue that successful innovation in education requires the integration of local identity and cultural meaning (Nurramadhani et al., 2025; Castañeda & Selwyn, 2018). By embedding *Sabilulungan* values into digital management systems, schools can maintain cultural continuity while adapting to technological change. For example, digital deliberation forums enable inclusive discussions that replicate traditional community decision-making practices in a modern format.

Moreover, positioning the model within Society 5.0 expands the conceptual understanding of school management beyond efficiency-driven digitalization. Instead, it emphasizes humanistic innovation, collaborative governance, and ethical decision-making rooted in local wisdom. This contributes to ongoing scholarly debates on balancing global technological trends with localized educational practices, demonstrating that cultural integration can strengthen rather than hinder innovation.

## Model Implementation in Real Practice

Implementation results from pilot schools indicate significant changes in governance practices. Stakeholder participation increased markedly, particularly through structured deliberation forums involving teachers, parents, community leaders, and school committees. These participatory mechanisms strengthened accountability and transparency, consistent with findings that collaborative governance enhances institutional legitimacy (Lee & Esteve, 2023).

In teaching and learning practices, teachers began integrating local cultural content into digital learning materials, fostering stronger connections between curriculum and community identity. Research suggests that culturally responsive pedagogy enhances student engagement and learning relevance (Mukramin, 2025; Fahadah & Thomps, 2025). Observations during implementation showed increased student participation and motivation, indicating that the model supports both managerial and pedagogical transformation.

Operationally, schools reported improvements in coordination efficiency through technology-supported monitoring systems aligned with the POAC cycle. Transparent reporting mechanisms enabled real-time feedback from stakeholders, reinforcing the feedback loop depicted in **Figure 2**. These findings highlight that cultural values can enhance—not impede—organizational efficiency when systematically integrated into management structures.

## Effectiveness of the Model in Improving School Quality

Evaluation results demonstrate that the *Sabilulungan*-based model positively influences multiple dimensions of school quality, including governance, learning outcomes, and community engagement. Quantitative comparisons between pre- and post-implementation phases showed improvements in stakeholder participation, decision-making

transparency, and perceived organizational effectiveness. These outcomes support previous research indicating that participatory management contributes to sustainable school improvement (Hughes, 2023).

In terms of student outcomes, improvements were observed in critical thinking skills, cultural literacy, and collaborative competencies. The integration of local values into learning activities supports character education objectives aligned with contemporary educational frameworks emphasizing holistic development. This model not only supports academic achievement but also shapes students' personalities and social skills that are relevant to the challenges of the 21st century. Strengthening student character is also one of the achievements of this model. Studies on culturally grounded education highlight similar benefits in fostering identity formation and social responsibility (Oluwatosin & Rojak, 2023).

Additionally, the model enhances institutional resilience by fostering strong social networks between schools and communities. This relational capital enables schools to respond more effectively to technological and societal changes, supporting the outcome component illustrated in **Figure 2**, namely the development of high-quality schools capable of thriving in the Society 5.0 era.

However, it is not only the advantages of the model that are clearly visible. There are also implementation obstacles that are faced. The challenges are some schools face limited digital infrastructure, such as uneven internet connections and supporting devices. In addition, there is a gap in digital competence between teachers, as well as differences in interpretation of local cultural values, especially between the younger generation and traditional leaders. This requires a capacity building strategy through training, as well as ongoing cultural dialogue. These challenges are important considerations in refining and developing the model to other areas with different social characteristics.

Although facing limitations, this model still operates effectively. The findings demonstrate that integrating local wisdom into school management offers significant theoretical and practical implications. Theoretically, the study advances educational management literature by proposing a culturally embedded governance framework that bridges traditional values and digital innovation. Practically, it provides policymakers and school leaders with a scalable model for implementing participatory, culturally responsive management strategies aligned with contemporary technological demands. More broadly, the *Sabilulungan* model illustrates that educational modernization does not require abandoning local identity; rather, sustainable transformation emerges from the synergistic integration of culture, technology, and collaborative governance.

## Conclusion

This study concludes that the development of a school management model based on *Sabilulungan* local wisdom is a strategic and contextual approach to improving school quality holistically, especially amidst the dynamics of the Society 5.0 era which demands integration between technology and human values. The model developed combines the principles of mutual cooperation, deliberation and consensus, and collective responsibility which are the core of *Sabilulungan* values with modern managerial practices based on digital technology. It indicates that the implementation of this model has a positive impact on various educational aspects delivery. In terms of governance, there is an improvement in stakeholder participation, policy transparency, and more democratic decision-making. In terms of learning, this model encourages the integration of local cultural values into the curriculum and learning activities, which has been proven to increase student engagement, character building, and learning outcomes. Operationally, this model also shows an

improvement in the efficiency and effectiveness of school management through the use of digital technology that is relevant to the spirit of Society 5.0. In addition, this model is able to address the gap between school management practices that have tended to be top-down and the aspirations of the community who want to be more involved in the education process. Local cultural values that were previously marginalized now have formal space in the school management system, thereby strengthening cultural identity and enriching the approach to education management. However, this study recognizes the limitations in terms of regional implementation and technical challenges such as technological infrastructure gaps and variations in understanding of local values. Therefore, further research is recommended to conduct broader trials in different cultural and geographical contexts, as well as develop supporting tools such as training modules, locally-based digital applications, and more comprehensive participatory monitoring systems. This model is not only relevant to the local context in West Java, but can also be replicated and modified according to the cultural characteristics of other regions in Indonesia. In the era of Society 5.0, where human and technological collaboration are the main elements, the integration of local wisdom in education management is an important bridge to building quality schools, applied to culture, and resilient to the challenges of the times.

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