Principal's Upskilling: School Capacity Building Based On Local Wisdom

Syunu Trihantoyo[1*], Windasari Windasari[2], Citra Fitri Kholidya[3], Latif Nur Hasan[4], Tri Lailatulqodar Riswati[5], Feby Eka Listiani[6], Rengga Aprilia[7]

[1234567] Universitas Negeri Surabaya, Indonesia

syunutrihantoyo@unesa.ac.id

Abstract
The challenge of organizational capacity development for educational institutions is a top priority, along with the phenomenon of information and technology disruption and global culture. This article aims to improve school principals' understanding and skills in applying local wisdom-based school capacity development. This training is based on the results of research published in reputable international journals on the mediating effect of school capacity development on financial management capabilities and school sustainability in primary schools. The design of this activity uses the GROW model coaching approach, namely goal, reality, option, and will to facilitate participants in meeting the expected targets. This activity involved 35 principals of private high schools in Banyuwangi Regency, East Java. The training evaluation used the Kirkpatrick model to analyze the mean value with SPSS software on the frequency distribution of the training participants' answers. The results of this activity obtained an increase in the ability of school principals in conducting organizational capacity building through SWOT analysis and school quality report cards, determining school sustainability strategies in aspects of: school management, technology-based teaching and learning, community participation based on local wisdom. The evaluation score of the training results obtained an average score of 4.38 with a very high category which indicates the success of the training program.
Keywords: School capacity building; Local wisdom; Principal

1. INTRODUCTION

School capacity development relates to the scope of the institution's managerial and learning quality in the educational institution unit in improving the school's ability to a higher level. The implementation of the development requires the involvement of all elements of the school, especially the principal as the leader of the educational institution to review the various areas that need attention in improving school capacity and relevant strategies in developing school capacity [1]. School principals, as policy makers and responsible parties, are considered to be able to support and encourage better changes in schools through school capacity development [2].

Through a quality education system, it is able to prepare and develop educational human resources that have good character and quality and in accordance with the moral values upheld by Indonesian society. On the other hand, the fact regarding the many assumptions about the low quality of human resources, can result in the ability of individuals to take strategic actions that have an impact on educational institutions [3]. Based on the initial analysis of partner problems, there are challenges in improving and developing school capacity in terms of the ability to conduct SWOT analysis and school quality report cards, so one of the discussions in this training is related to the importance of understanding and applying SWOT analysis and school quality report cards [4]. In addition, school management skills, the effectiveness of technology-based learning and teaching, and the involvement of the whole community are also issues in developing organizational capacity, these issues were also revealed in previous studies [5].

As an effort to improve the understanding and competence of school principals in developing school capacity that focuses on local wisdom, it is necessary to give full attention to this local wisdom-based school capacity development training. This can have a major influence on improving school capacity, especially in supporting independent learning in educational institutions. Where local potential needs to be developed and integrated in the curriculum and various school activities and programs.

Banyuwangi Regency is an area that is thick with culture and local wisdom, including having a very famous dance, the gandrung dance. The district was also designated by the government in 2002 as a tourism city [6] in addition, there are many more cultural diversity and local wisdom that are owned. Seeing the great potential possessed by Banyuwangi Regency, a serious effort is needed to preserve the values of local wisdom as a source of innovation in the world of education, especially in Banyuwangi Regency [7].

The challenge of preserving local culture integrated in learning is a common homework among the government, schools, and parents. Currently, the implementation of learning that is carried out in schools is still not fully linked to the local wisdom of a region [6]. The potential for diversity and culture owned by educational institutions is often not taken seriously, which is unfortunate given the potential for diversity of values and local wisdom. Banyuwangi Regency has the potential for local wisdom that can provide positive benefits for educational institutions [8].

School capacity building based on local wisdom in Banyuwangi district is an important initiative to improve the quality of education, especially in Banyuwangi district. This training will provide trainees with an understanding and skills on local wisdom-based school capacity building. This training topic is based on the results of research that has been published in reputable international journals, which concluded that school capacity development has a significant impact on school sustainability and affects the sustainability of school management [9]. This emphasizes the importance of the role of school principals as leaders of educational institutions that are able to support positive change through school capacity development [2].

School capacity building training based on local wisdom can be considered more effectively delivered with broad insights, personality, potential, capital, talent, and also work ethic provided in training with grammar and communication instilled with cultural values in accordance with Banyuwangi Regency [1]. Through a deeper understanding of the potential of local wisdom in Banyuwangi Regency, such as gandrung dance and various other cultural diversities, principals can integrate these values in the curriculum and school activities [6]. Thus, this program not only improves school capacity, but also preserves and utilizes local wisdom as a source of innovation in education

2. METHODS

The design of this activity uses a coaching approach [10, 11]. The trainees were accompanied by coaches who are experts in the field of the material presented on local wisdom-based school capacity building. The coach assists trainees in identifying strengths and weaknesses, providing advice and support, and developing action plans to improve school capacity. The coaching approach was carried out by applying the GROW model, namely goal, reality, option, and will [12, 13, 14]. This model can stimulate trainees to make it easier to achieve the targets of training activities.

Figure 1. GROW coaching model

Training is conducted by conducting regular coaching sessions with the coach. During these coaching sessions, the coach provides feedback, support and guidance to the trainees. The training is also conducted by holding group meetings for discussion and reflection. The overall training will be conducted using an in-on-in model as follows.

Table 1. Training stages

Stages	Activities
In first	The team conveyed the objectives of the training, and provided an overview of the documents that must be brought during the training to be analyzed with the *coach.*
On	*The coach* delivered the school capacity building training materials with the training participants, namely the school principals, along with filling in the prepared worksheets.
In Second	Participants present the results of the worksheets and the *coach* provides feedback and suggestions for school capacity building.

At the end of the training session, a training evaluation instrument was administered. The evaluation was carried out to determine the results of the training and determine whether the goals and objectives had been achieved using Kirkptrick's evaluation instrument [15]. Using SPPS software, an analysis was carried out to determine the mean value of the frequency distribution of the answers of the training participants, so that the value categories were grouped based on the following table.

Table 2. Study Characteristics

Interval	Statement Category	Category
1.00 < mean ≤ 1.80	Strongly Disagree	Very Low
1.80 < mean ≤ 2.60	Disagree	Low
2.60 < mean ≤ 3.40	Simply	Simply

* data processed by the team

The method section explains the subject, time and place of implementation of community service activities and the form of activities carried out as a solution to solve partner problems. Activities carried out can take the form of socialization, education, training, empowerment or mentoring.

3. RESULTS AND DISCUSSION

Afte Understanding and developing the capacity of local wisdom-based schools is both a challenge and an opportunity in the context of modern education [2]. Local wisdom encompasses cultural values, traditions and local knowledge that have accumulated over centuries in a particular community. Aligning education with local wisdom values not only enriches students' learning experiences but also strengthens cultural identity. Conceptually, this approach reflects efforts to build a more inclusive and sustainable education, where schools are not only centers of academic learning but also agents of local community development [16].

In its implementation, local wisdom-based school capacity building requires a deep integration of the school curriculum with local values. This can include developing a curriculum that is responsive to the needs of the school, training teachers to integrate local wisdom values into their teaching methods and actively involving the community in supporting and promoting local wisdom-based education. Aligning the vision and strategy with the actual needs on the ground is key to achieving long-term success in local wisdom-based school capacity development [17].

The training activities for school capacity building in MKKS of Private Senior High Schools in Banyuwangi Regency were carried out by referring to the GROW model which contains: (1) goal, to set specific objectives to be achieved through the training, such as improving the quality of teaching and integrating local wisdom in the curriculum; (2) reality, to analyze the current conditions, including the challenges faced by schools in Banyuwangi Regency in implementing local wisdom; (3) options, to explore various strategies and approaches that can be used to achieve the set goals, such as the application of technology-based learning methods; and (4) will, to determine the concrete steps to be taken by school principals in realizing the program plan, as well as the commitment needed to achieve success.

First, goals. This is a key stage that focuses on setting specific, measurable, achievable, relevant and time-bound goals for the individual or group undergoing coaching or development. The trainees are involved in setting the goal of the training, which is to develop the capacity of local wisdom-based schools. The importance of the goal stage is to provide clear direction and motivate participants to complete challenges and achieve expected results within the set timeframe. A common perception between coach and coachee needs to be established at the goal stage.

Second, reality. The phase in which the current situation is analyzed in depth and objectively to understand the actual context at hand. This reality phase requires the participation of participants in conducting a realistic assessment of existing conditions, including strengths, weaknesses, opportunities, and challenges. By understanding reality, principals can see clearly where they currently stand on the journey towards achieving organizational goals. This process not only identifies factors that support but also obstacles that need to be overcome. Here is one of the results of the trainees' analysis of SWOT.

Figure 2. Trainees' work

In the context of local wisdom-based school capacity development, this stage is important to evaluate the implementation of local wisdom-based education institution management practices, assess available resources, and identify gaps that need to be addressed to achieve more holistic and culture-based education goals.

Third, options. The stage where individuals or groups being trained or developed are encouraged to identify various options or strategies that can be taken to achieve organizational goals. The local wisdom-based school capacity development training organized with MKKS Private High Schools in Banyuwangi Regency was carried out offline, located at SMA Muhammadiyah 2 Genteng, Banyuwangi. The implementation of the training focused on the presentation of materials related to the identification of school position through SWOT analysis, school quality report card, and determination of school sustainability strategy. The material was followed by aspects of school capacity development that included school management and school community participation based on local wisdom.

The material delivery session was also followed by a discussion session to find out things that need to be followed up based on the potential and local wisdom in the school. Participants were given the opportunity to ask questions related to the material that had been delivered, as well as to convey specific cases faced at school. The coach not only answers the participants' questions, but also provides in-depth analysis and practical solutions based on relevant experience and knowledge. It is important for school principals to understand the principles of local wisdom that underpin school capacity development. This is supported by the need to identify challenges that include integrating local wisdom into the school curriculum, training and professional development for teachers in applying local values, and creating a learning environment that supports the active participation of students and the school community.

Fourth, will. It refers to the strong commitment and desire of individuals or groups to achieve the set goals. This involves developing a clear plan of action, determining the necessary resources, and evaluating the level of readiness and motivation to take concrete steps in the school. This stage is important to ensure that every step planned to achieve the goal is not only technically adequate, but also supported by a strong commitment to achieve it. All of these components are contained in the training evaluation instrument in measuring 4 dimensions, namely: reaction, learning, behavior, and outcome (Kirkpatrick & Kirpatrick, 2011). The results of the training evaluation are presented below.

Table 3. Frequency Distribution of Training Evaluation

Item Code	Statement	Frequency					Ind Mean	Category
		1	2	3	4	5		
Reaction 1	I am satisfied with the training program	0	0	0	10	15	**4,60**	Very High
Reaction 2	The quality of the training materials is very good	0	0	0	14	11	4,44	Very High
Reaction 3	The material is very	0	0	0	16	9	4,36	Very High

Item Code	Statement	Frequency					Ind Mean	Category
		1	2	3	4	5		
	relevant to my duties and responsibilities as a school principal							
Reaction 4	The presenters during the training are easy to understand	0	0	0	12	13	4,52	Very High
Reaction 5	Training facilities and environment are comfortable	0	0	0	12	13	4,52	Very High
Learning 1	Better able to identify school position using SWOT analysis and school quality report card	0	0	0	15	10	4,40	Very High
Learning 2	Better able to determine school	0	0	0	13	12	4,48	Very High

Item Code	Statement	Frequency					Ind Mean	Category
		1	2	3	4	5		
	sustainability strategies							
Learning 3	More capable in managing school management	0	0	0	17	8	4,32	Very High
Learning 4	Better able to improve teaching and learning in schools	0	0	0	16	9	4,36	Very High
Learning 5	Better able to increase community participation in schools	0	0	0	17	8	4,32	Very High
Learning 6	Better able to develop local wisdom-based school capacity	0	0	1	15	9	4,32	Very High
Behavior 1	My confidence in using knowledge and skills increased after this	0	0	1	14	10	4,36	Very High

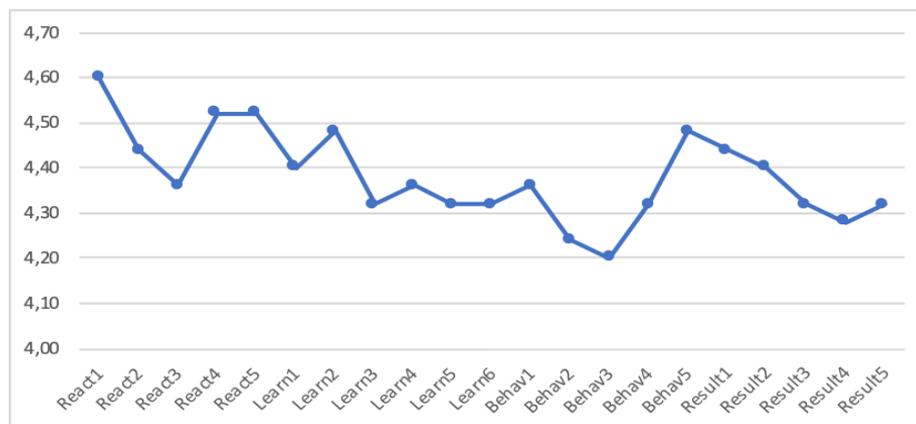| Item Code	Statement	Frequency					Ind Mean	Category
		1	2	3	4	5		
	training							
Behavior 2	Training materials with *real* conditions in schools are very relevant	0	0	2	15	8	4,24	Very High
Behavior 3	Resources in the school support the application of the new knowledge and skills learned in the course	0	0	1	18	6	**4,20**	Very High
Behavior 4	I can apply my knowledge and skills at school after participating in this training program.	0	0	0	17	8	4,32	Very High
Behavior 5	The training objectives are very likely to be implemented in my	0	0	0	13	12	4,48	Very High

Item Code	Statement	Frequency					Ind Mean	Category
		1	2	3	4	5		
	school							
Result 1	Able to identify school position through SWOT analysis and school quality report card	0	0	0	14	11	4,44	Very High
Result 2	Able to determine school sustainability strategies	0	0	0	15	10	4,40	Very High
Result 3	Can implement aspects of school capacity building, including school management	0	0	0	17	8	4,32	Very High
Result 4	Can improve the quality of teaching and learning in schools	0	0	0	18	7	4,28	Very High
Result 5	Can develop school capacity	0	0	1	15	9	4,32	Very High

Item Code	Statement	Frequency					Ind Mean	Category
		1	2	3	4	5		
	based on local wisdom							
	Mean total statement items	4.38	Very High					

* data processed by the team

The results of the training evaluation by looking at the frequency distribution of the trainees' answers on the 4 dimensions above, overall, are at a score of 4.38 with a very high category. This indicates that the trainees' reactions, learning experiences, behavioral changes, and the results of the training on the trainees' activities in terms of capacity building of local wisdom-based schools have a very high impact on individuals and organizations. Based on the results of the frequency distribution of the trainees' answers above, the highest score is 4.60 with a very high category in the dimension of the trainees' reactions with the statement item feeling satisfied with this training program. Meanwhile, the lowest score of 4.20 is in the behavioral dimension with a very high category with the item statement resources in schools support to apply the new knowledge and skills learned in this training.

The data table above is presented in the form of a chart of training evaluation results on each item as follows.

Figure 3. Material Presentation and Discussion Session

Based on the chart above, the overall score is above 4.00. This is also supported by the results of observations during training activities, where during the implementation of local wisdom-based organizational capacity building training activities run smoothly and positive support from training participants. Especially the remarks of the principal where the activity was carried out and the remarks of the head of the MKKS of Private High Schools in Banyuwangi Regency also expect similar things to continue to be carried out to provide the latest knowledge, especially in the management of educational institutions.

The analysis shows that the average score for each indicator is in category 4 or good. The indicator with the highest average score is the Result indicator, which highlights the improvement in teaching quality and participants' ability to implement school capacity building. This reflects the effectiveness of the training in providing concrete benefits on key aspects of education. In addition, the Behaviour indicator also received high scores, especially in terms of the suitability of the training materials to the real conditions in the field. This indicates that the materials presented are relevant and can be directly applied by the participants. Thus, this training not only succeeded in improving the participants' competencies but also strengthened their ability to manage local wisdom-based schools effectively and efficiently.

Overall, the principal leadership training held at SMA Muhammadiyah 2 Genteng ran smoothly and had a positive impact on the participants. There were no significant obstacles and challenges during the training. Hopefully, similar training activities need to be carried out again periodically in order to maintain and improve the capacity development of local wisdom-based schools, to create educational institutions that are adaptive and responsive to changing times and local needs.

4. CONCLUSION

Developing school capacity based on local wisdom is not just a formality in the management of educational institutions, but a necessity in the context of modern education today. The integration of local cultural values into the curriculum and educational management practices can increase the level of the institution so that it can compete in the midst of current global demands. The coaching approach by applying the GROW model proved to be effective in stimulating the trainees to make it easier to achieve the training targets. The trainees understood the material which included identification of school position through SWOT analysis, school quality report card, determination of school sustainability strategy, aspects of school capacity building, and school community participation based on local wisdom were able to be understood and implemented well by the trainees. The results of the overall training evaluation analysis were at a score of 4.38 with a very high category. This indicates that the trainees' reactions, learning experiences, behavioral changes, as well as the

results of the training on the activities of the trainees in terms of capacity building of local wisdom-based schools are very impactful for individuals and organizations.

Suggestions are based on the results of the training evaluation with the lowest score, which challenges the availability of resources in schools that support the application of new knowledge and skills learned in the training. For this reason, the principal's commitment and creativity are needed in optimizing existing facilities to develop the potential of the school. This can depart from the results of the SWOT analysis that has been carried out by the school principal.

REFERENCES

[1] Astuti, S. J. W., & Endarti, E. W. (2021). *Model Penguatan Kapasitas Kelembagaan Berbasis Nilai Kearifan Lokal*. Universitas Wijaya Putra.

[2] Arafat, Y., & Mulyadi, M. (2020). The Effect of Capacity Building and School Principal's Leadership towards Teacher's Performance. *International Journal of Educational Review*, *2*(2), 130–142.

[3] Nurasiah, I., Marini, A., Nafiah, M., & Rachmawati, N. (2022). Nilai kearifan lokal: projek paradigma baru program sekolah penggerak untuk mewujudkan profil pelajar pancasila. *Jurnal Basicedu*, *6*(3), 3639–3648.

[4] Özkul, R., Demirtaş, H., & Üstüner, M. (2023). Perceptions of School Principals Regarding Their Schools (A Study of a Swot Analysis).... *E-International Journal of Educational Research*, *14*(2).

[5] Zhahira, J., Shalahudin, S., & Jamilah, J. (2022). Kompetensi manajerial kepala sekolah dalam meningkatkan kinerja guru. *Journal of educational research*, *1*(1), 85–100.

[6] Fitriyah, C. Z., & Wardani, R. P. (2022). Analisis kebutuhan pengembangan LKPD berbasis kearifan lokal daerah Banyuwangi di Sekolah Dasar. *Jurnal Pemikiran dan Pengembangan Sekolah Dasar (JP2SD)*, *10*(1), 62–73.

[7] Hikmah, S. N. A. (2023). Etnopedagogi: Potret Pendidikan Multikultural Berbasis Kearifan Lokal Pada Makna Gending Seblang Olehsari Banyuwangi. *Jurnal Kolaboratif Sains*, *6*(12), 1811–1819.

[8] Raharja, A. D., Selvia, M., & Hilman, C. (2022). Revitalisasi Nilai-Nilai Kearifan Lokal dalam Pendidikan yang Relevan dalam Mengatasi Permasalahan Global. *Jurnal Inovasi, Evaluasi Dan Pengembangan Pembelajaran (JIEPP)*, *2*(2), 85–89.

[9] Trihantoyo, S. (2024). Mediating Effect Of School Capacity Development On Financial Management Capabilities And School Sustainability In Primary School. *MOJEM: Malaysian Online Journal of Educational Management*, *12*(1), 43–54.

[10] Seniuk, H. A., Witts, B. N., Williams, W. L., & Ghezzi, P. M. (2013). Behavioral coaching. *The Behavior Analyst*, *36*, 167–172.

[11] Wilson, C. (2020). *Performance coaching: A complete guide to best practice coaching and training*. Kogan Page Publishers.

[12] Dembkowski, S., & Eldridge, F. (2003). Beyond GROW: A new coaching model. *The international journal of mentoring and coaching*, *1*(1), 21.

[13] Leach, S. (2020). Behavioural coaching: The GROW model. In *The Coaches' Handbook* (hal. 176–186). Routledge.

[14] Rahmah, D. D. N., & Muhliansyah, M. (2020). Pelatihan Coaching Model Grow

untuk Meningkatkan Kinerja Anggota Organisasi. *PLAKAT: Jurnal Pelayanan Kepada Masyarakat*, *2*(1), 52–63.

[15] Kirkpatrick, D., & Kirpatrick, J. D. (2011) [13] Leach, S. (2020). Behavioural coaching: The GROW model. In *The Coaches' Handbook* (hal. 176–186). Routledge.

[16] Agus, R. (2020). *Pengembangan Masyarakat Desa Terpadu Berbasis Potensi Lokal*. Penerbit NEM.

[17] Pramesti, A. W., Winalda, T., Putri, N. D., Iswaningtias, A. D., Apriliana, E., Sukardi, R. R., & Yuniarti, Y. (2023). Analisis Konten Kearifan Lokal Karawitan sebagai Bahan Projek Penguatan Profil Pelajar Pancasila. *Teaching, Learning and Development*, *1*(2), 141–153.