School Principal Leadership in Strengthening Organizational Climate Based on Maja Labo Dahu Local Wisdom in High-Performing High Schools

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Abstract

This study aims to describe the values of local wisdom, Maja Labo Dahu, that color the school principal's leadership in strengthening the organizational climate based on Maja Labo Dahu local wisdom, the school principal's leadership strategies in strengthening the organizational climate based on Maja Labo Dahu local wisdom, and the impact of leadership on school performance. This research uses a qualitative design by data collection techniques include participant observation, interviews, and document studies. The results show that the values of local wisdom, Maja Labo Dahu, that appear in the principal's leadership are the cultural values of Renta Ba Lera Kaboda Ba Ade, Mufaka Ra Dampa, Suu Sawau Sia Sawale, and Tahopara Nahu Sura Ba Dou Labo Dana. There are four leadership strategies: implementing Maja Labo Dahu local wisdom values in school leadership, strengthening the organizational climate, adopting a family-based leadership approach, and involving school members in decision-making.

Keywords: *Leadership, School Principal, Oganizational Climate, Maja Labo Dahu Local Wisdom, High-Performing Schools.*

INTRODUCTION

In the advancing era of globalization, challenges in the field of education are becoming increasingly complex. The quality of education in schools is greatly determined by the leadership of an effective school principal in achieving educational goals. The principal's leadership plays a key role in creating an organizational climate that fosters academic and non-academic achievements (Agirdag & Muijs, 2023; Bush, 2016; Konold et al., 2018; Maxwell et al., 2017; Shen et al., 2021; Wu & Shen, 2022). A good organizational climate can motivate teachers and students to reach their maximum potential. Research shows that leadership that supports teacher collaboration and high expectations for students is a key factor in creating a positive school climate (Hallinger, 2011; Maxwell et al., 2017). Additionally, principals who can develop a collaborative and inclusive culture play an important role in enhancing the motivation and performance of both teachers and students (Moolenaar et al., 2010). This approach not only increases engagement but also student academic achievement (Almy & Tooley, 2012). One approach that can be used to strengthen a comfortable and positive organizational climate is to integrate local wisdom into school leadership practices (Barnová et al., 2022).

In this context, an organizational climate rooted in local wisdom can significantly contribute to strengthening the values and identity of the school (Agung & Sugihartini, 2020; Nasser et al., 2021; Suciati, 2023). One relevant form of local wisdom is the concept of 'Maja Labo Dahu,' which originates from the Bima culture. This concept emphasizes the importance of shame and fear of making mistakes, which are implemented through attitudes of respect, responsibility, and discipline, thereby strengthening the character and morals of students and teachers (Abdullah et al., 2019). The application of these principles in school leadership can help create a conducive, supportive, and achievement-oriented learning environment (Alinsunurin, 2020; Fekadu, 2019; Hulvershorn & Mulholland, 2018; Sliwka et al., 2024). Thus, the school principal not only acts as an administrative leader but also as a change agent who can inspire the entire school community to actively contribute to achieving the established educational vision and mission.

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Leadership rooted in local wisdom, such as 'Maja Labo Dahu,' enables school principals to apply a more humanistic and contextual approach to leadership that can be implemented into the school's vision and mission (Bohlin, 2022; Noman & Gurr, 2020; Rodríguez et al., 2014; Waddock, 2016). This impacts the sense of belonging among teachers, students, and parents towards their school. Moreover, this approach can enhance harmonious and respectful interpersonal relationships, which in turn creates a more inclusive and supportive educational environment (Allen et al., 2021; Kleiber et al., 2023). Specifically, the application of local wisdom in school leadership can strengthen a positive school culture, where values such as honesty, responsibility, and cooperation are emphasized and internalized by the entire school community (Spicer, 2016). Thus, the school principal can create an environment that not only focuses on academic achievement but also on the character development of students.

Through effective leadership based on local wisdom, schools can become enjoyable and meaningful places for students and teachers. This will encourage active participation, creativity, and innovation in the teaching and learning process, as well as ensure that every individual feels valued and supported in achieving their goals (Murwaningsih et al., 2020; Parwati et al., 2018; Pornpimon et al., 2014). Additionally, this approach enables schools to quickly adapt to changes and challenges that arise with the times. School principals who can integrate the values of local wisdom with modern management strategies will be better prepared to face the dynamics of global education (DeMatthews, 2014; Zu, 2022). They will be able to design and implement relevant and effective policies, ensuring that the school remains competitive and highly competitive.

Furthermore, leadership based on local wisdom can also strengthen the relationship between the school and the surrounding community. By involving the community in various school programs and activities, the principal can create a positive synergy between the school and its environment (Hidayati et al., 2020; Syamsi & Tahar, 2021). This not only enriches the learning experiences of students but also strengthens community support and trust in the educational institution. Additionally, implementing local values such as 'Maja Labo Dahu' in school leadership can help strengthen the cultural identity of students. Amidst the rapid currents of globalization, preserving and revitalizing local cultural values is increasingly important (Khalifa et al., 2016; Lowe et al., 2023). Students who understand and appreciate their own culture will have higher self-confidence and a strong identity. This can also enhance tolerance and appreciation for cultural diversity among students (Carter, 2019; Ikhsan & Giwangsa, 2019).

Research has shown that an inclusive school environment that appreciates cultural diversity can enhance students' emotional well-being and reduce stress levels. Thus, a leadership approach that values and integrates local wisdom can contribute to students' mental well-being, which in turn enhances their ability to learn and achieve (Barbayannis et al., 2022; Hernández et al., 2020). Furthermore, an effective school principal will also develop strategies to involve parents and the community in the educational process. Active participation of parents and the community in school activities not only enriches students' learning experiences but also strengthens support for teachers and school staff. When the entire community is involved in education, the results achieved will be more significant and sustainable (Assefa et al., 2022; Kimaro & Machumu, 2015).

Overall, school leadership based on local wisdom such as 'Maja Labo Dahu' not only creates a positive organizational climate but also has a broad impact on the entire school community (Susanto et al., 2022; Wang & Dapat, 2023). By combining traditional values and modern leadership practices, school principals can lead their schools toward a brighter future, where everyone can grow and contribute to their fullest potential (Quin et al., 2015; Ng, 2023). This will ensure that the education provided is not only relevant to current needs but also prepares students to face future challenges with excellent character and competence.

Leadership that integrates local wisdom also encourages innovation in teaching and learning methods. Principals who are sensitive to the needs of students and teachers can introduce more interactive, collaborative, and problem-based learning approaches (Hidayati et al., 2020; Toharudin & Kurniawan, 2017). These methods will facilitate the development of 21st-century skills such as critical thinking, creativity, communication, and collaboration. Moreover, with strong leadership, schools can be more effective in implementing an entrepreneurship-oriented curriculum. This curriculum will provide students with practical skills and relevant

knowledge to prepare them for the dynamic workforce (Sancho et al., 2022; Shahid & Alarifi, 2021). Visionary and inclusive leadership will also ensure that the implemented curriculum is always adapted to the changing times and labor market needs.

Collaboration with various stakeholders, at local, national, and international levels, is key to creating a supportive educational ecosystem. Principals who can establish strategic partnerships with governments, industries, and other educational institutions will open opportunities for the development of excellent programs that enhance the quality of education (Hung et al., 2023; Liu, 2021). Programs such as student exchanges, internships, and skill training will provide students with real-world experiences and a broader perspective on the outside world. As agents of change, principals also play a role in building a healthy school culture, where all school members feel valued and supported. A culture that values diversity, inclusiveness, and collaboration will create a safe and enjoyable learning environment (Charania & Patel, 2022). In such an environment, students and teachers will feel motivated to achieve their best performance. Ultimately, school leadership that emphasizes local wisdom and universal values will produce graduates who are not only academically intelligent but also possess the life skills needed to succeed in a complex and constantly changing world (Chicca & Shellenbarger, 2020; Ryan, 2007). With strong moral values, practical skills, and global insights, graduates will be ready to become future leaders who can make positive contributions to society and the world (Alavi, 2024; Giles, 2016; Prewit, 2015).

There are seven values encompassed in the cultural motto of Maja Labo Dahu, which are: 1. Renta ba lera kapoda ba ade karawi ba weki (what is declared by the tongue must align with the voice of conscience and must also be practiced. This value functions to form a high sense of responsibility in carrying out duties, both as a leader and as an individual in societal life), 2. Mbolo ro dampa or mafaka ra dampa (a value that upholds the principle of family in deliberation), 3. Karawi kaboju (what has been produced in deliberation must be programmed and implemented by the entire community through mutual cooperation), 4. Ngahirawi pahu (what has been declared must be realized), 5. Su'u sawa'u sia sawale (no matter how heavy the task undertaken, it must be carried out with patience and fortitude. Thus, there is no effort to shirk responsibility), 6. Tohopara nahu, surapu dou labo dana (all results of joint efforts achieved in development must be enjoyed according to the work and responsibility given), 7. Tahompa ra nahu sura dou ma rimpa (for groups or individuals who have power and wealth, they must think about the interests of others) (Mutawali, 2013).

Currently, many schools are facing challenges related to behaviors that deviate from social ethics developing in the community. One such school facing these challenges is SMAN 1 Kota Bima. Preliminary study data collected by the researcher revealed several deviant behaviors and activities among the school community, including students not adhering to school rules, such as frequently being late and causing disturbances, fighting between students, incidents of bullying, and students occasionally defying teachers. These issues have been ongoing for some time. In the researcher's observations, these problems have created an ineffective school climate, lacking comfort, safety, and peace in carrying out activities within the school environment. Therefore, the school principal must be able to play their role as the primary individual responsible for determining an effective school (Bryk et al., 2010; Hallinger, 2013; Leithwood and Sun, 2012). As a school leader, the principal must ensure the smooth operation of school leadership and management, which significantly influences school performance (Grissom and Susanna, 2011; Ni et al., 2015).

In this context, the researcher will conduct further research on the integration of the values of local wisdom Maja Labo Dahu in school leadership to strengthen the organizational climate in high-performing schools at SMAN 1 Kota Bima. Based on the description above, the research focus to be addressed in this study is: 1. How do the values of local wisdom Maja Labo Dahu influence the principal's leadership in strengthening the organizational climate in high-performing schools? 2. What are the principal's leadership strategies in strengthening the school organizational climate based on the local wisdom Maja Labo Dahu in high-performing schools? 3. What is the impact of school leadership based on local wisdom Maja Labo Dahu in strengthening the organizational climate on academic and non-academic performance?

LITERATURE REVIEW

School Principal Leadership

Educational leadership of the school principal is the ability inherent in the principal to influence and motivate others to develop the quality of education in the school (Irawati & Subhan, 2017). The principal plays a crucial role in guiding the school to become a high-quality institution in accordance with the school's vision and mission. Additionally, a principal must be able to understand and recognize the local culture that develops within the community. According to Leithwood et al. (2010), the local culture within the community must be thoroughly understood by a leader, and the leader must behave loyally to carry out their leadership in accordance with the local cultural conditions of the community. The influence of school leadership on school success is often found in both 'regular' schools and special schools that have specific roles or functions within their environments (Jacobson, 2011). There are four core practices of successful school leadership: setting directions, developing people, redesigning the organization, and managing the teaching and learning program (Leithwood et al., 2006). Therefore, conscious efforts to deepen various aspects of effective leadership with beneficial leadership styles must be carried out continuously (Burhanuddin et al., 2018). An effective leader generally has a vision, inspires and exerts a strong influence on the work of their followers to achieve organizational goals, acts with integrity, and demonstrates genuine qualities. At the same time, they develop human resources within the organization, share the future (as strategists), recognize talent within the organization, manage talent, and realize achievements (Burhanuddin, 2017; Demirbilek, 2022). Indicators of effective leadership success are evident in the overall interpretation of school programs carried out effectively and efficiently with strong support from all team members (Arifin et al., 2018). The concept of leadership must ultimately be understood in a broader, more meaningful, and contextually relevant way (Arifin & Adha, 2021).

School Climate

Students, principals, teachers, and administrators are members of the school organization. Each member occupies their respective positions and is expected to behave in accordance with the expectations and vision of the school in various ways. The roles, behaviors, and norms within each group have different roles that are interconnected (Gunbayi, 2007). An effective school climate can be achieved if the organizational functions can operate effectively and are understood and accepted by all school members (Campbell et al., 1966). The National School Climate Center defines school climate as 'the quality and character of school life. School climate is based on the patterns of students', parents', and school personnel's experiences of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures.' Simply put, culture is what the school does, but climate is how you feel when it happens. School climate has been linked to many relevant outcomes in schools. A positive school climate enhances teacher effectiveness, results in more protected learning time, supports a culture of school improvement, increases teacher satisfaction, and fosters a more professional environment that supports career longevity for teachers (Bryk et al., 2010; Papay & Kraft, 2017).

School organizational climate is considered a factor influencing formal and informal interactions with the expectation of emotions from each employee, interactions between employees, employees' understanding of the organization, employees' trust in the organization, and their expectations and assessments of organizational progress (Burhanuddin & Sunarni, 2017). School climate is one of the important concepts that attract attention in the educational organization literature (Zysberg & Schwabsky, 2021). School climate refers to the perceptions of school members, the characteristics, and the quality of the internal school environment as a product of member interactions influenced by norms, beliefs, value systems, and expectations that support various elements of the school environment (Ferrer et al., 2019; Syahril & Hadiyanto, 2018). School climate is not merely a psychological dimension of the school but has been viewed as a crucial factor in determining the effectiveness and quality of the school (Koundyannan et al., 2020). In the past decade, policymakers, school leaders, and educational researchers in various countries have increasingly focused on transforming school climate in efforts to improve effectiveness, quality, and optimize the roles of school members (Syahril & Hadiyanto, 2018; VanLone et al., 2019).

Values of Local Wisdom *'Maja Labo Dahu'''*

Local wisdom is derived from the knowledge and locality as a construction within the educational community in Southeast Asia (Pornpimon et al., 2014) and remains an enduring theme advocated by indigenous educators across Australia. When we refer to local wisdom, it means pointing to indigenous group practices supported by an ecocentric ontology, characterized by a porous integration between self and environment. The ways in which these groups operate can provide insights into practices that can help educators adapt to a broader sense of identity. Thus, local wisdom is a culture that cannot be separated from the world of education. One of the local wisdoms that can be implemented in school education is "Maja Labo Dahu." The culture of Maja Labo Dahu symbolizes and fortifies the values of life, providing guidance for society in determining the goodness or badness of actions to be taken (Mubin & Hikmah, 2018). There are three main meanings that can be considered as life teachings in the motto of Maja Labo Dahu: firstly, feeling ashamed and afraid when acting outside the established rules, first to oneself, second to others, and third to Allah as the Creator (Ramadhan, 2018).

High-Performing Schools

High-performing schools are educational institutions that consistently demonstrate high performance in various aspects, including academic and non-academic activities, fostered by a comfortable, conducive, and innovative school climate through effective leadership (Tschannen & Gareis, 2015). High-performing schools create an environment that supports all academic and non-academic activities of students, where students feel valued and comfortable in a positive learning environment to achieve their academic and non-academic achievement targets as well as their social-emotional development (Budge & Parrett, 2022). There are nine characteristics of high-performing schools: a clear and shared focus, high standards and expectations for all students, effective school leadership, high levels of collaboration and communication, curriculum, instruction, and assessments aligned with state standards, frequent monitoring of teaching and learning, focused professional development, supportive learning environment, and high levels of family and community engagement (Bergeson & Davidson, 2007). The nine characteristics of high-performing schools can be described in the image below:
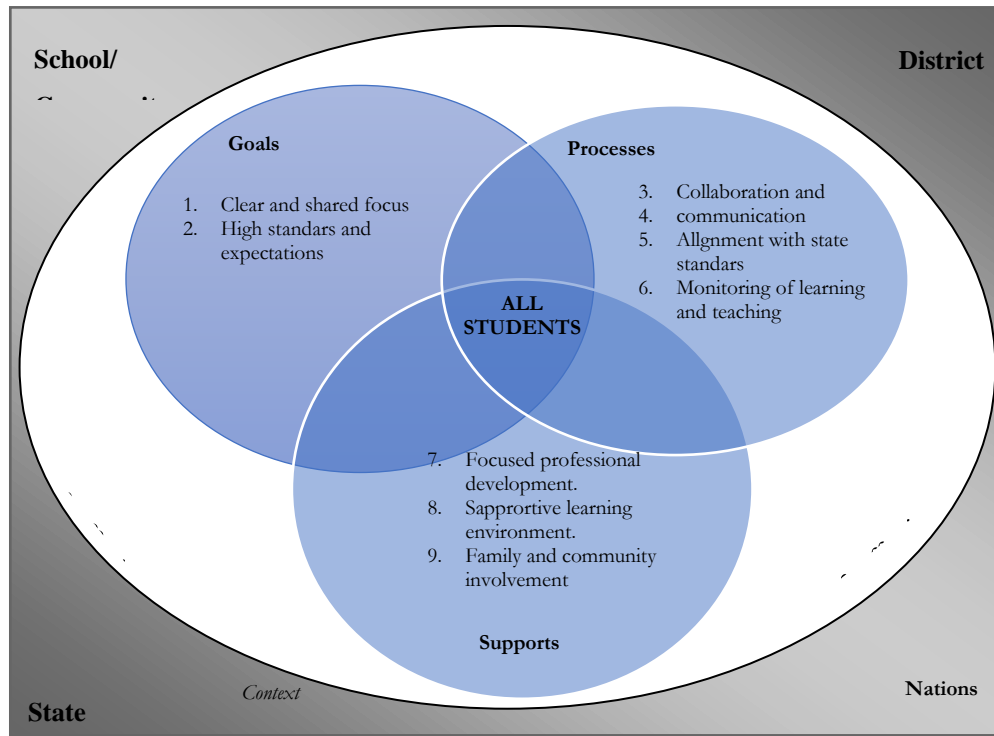
Methods

Research Design

This study aims to explore and understand a particular phenomenon through a qualitative approach using a site study design. This method was chosen to obtain a deep and comprehensive understanding from various perspectives present at the research location. This approach was selected because it allows researchers to explore the specific context and complex dynamics in strengthening the school organizational climate based on local wisdom (Yin, 2018).

Research Participants

Research participants were selected using the purposive sampling technique, tailored to meet the criteria of well-informed informants, such as participants who are well acquainted with the concepts of leadership, culture, and organizational climate. The number of participants directly involved and willing to provide in-depth information during the research totaled 15 individuals, comprising the principal, vice principals, teachers, staff, students, and parents.

<div align="center">Table 1. Demographic Information of Research Participants</div>

Participants	Role	Age	Gender	Work/Learning Experience (years)	Additional Information
DR	Principal	47	Male	23	Experience in two schools
AM	Vice Principal	50	Male	25	In charge of curriculum
R	Vice Principal	48	Male	23	In charge of student affairs
D	Vice Principal	49	Male	26	In charge of public relations
M	Teacher	35	Female	7	Physics Teacher
N	Teacher	39	Female	16	English Teacher
S	Teacher	39	Male	15	Indonesian Language Teacher
E	Teacher	46	Male	22	Physical Education, Sports, and Health Teacher
DD	Student	17	Female	-	12th Grade Student
RA	Student	16	Female		11th Grade Student
HYA	Student	17	Male		12th Grade Student
A	Student	16	Female		11th Grade Student
MT	Student	16	Male		11th Grade Student
A	Parent	55	Male		Father of DD
M	Parent	58	Male		Father of A

Data Collection Procedures

Data were collected through various in-depth and diverse techniques to ensure the validity and richness of the information. The data collection methods included: **In-Depth Interviews**: In-depth interviews were conducted with the principal, teachers, students, and parents at SMAN 1 Kota Bima to explore their perspectives on the implementation of "*Maja Labo Dahu*" values in school leadership to strengthen the organizational climate. These interviews provided insights into how each participant understands and perceives the impact of local wisdom on the school's organizational climate. **Participatory Observation**: Participatory observation involved the researcher directly participating in the daily life of the school. This observation helped the researcher to directly observe the interactions between the principal, teachers, and students, as well as how local values are applied in school leadership practices (Merriam & Tisdell, 2015) and **Document Analysis**: Document analysis involved examining official school documents such as curricula, activity programs, annual reports, and school policies. This analysis provided additional context and verified findings from interviews and observations (Bowen, 2009).

Data Analysis

The results of this research were analyzed using descriptive qualitative analysis with six stages consisting of Data Managing, all data or findings obtained were systematically organized into several files; Reading and Coding, the data were carefully read and then labeled into segments of information through coding; Describing and Classifying, detailed descriptions of the segmented data were made, and they were classified into larger themes based on the four dimensions of the school climate; Representing and Reporting, the findings were then represented in the form of narratives enriched with tables or figures, and a report of the findings was prepared; Interpreting, the findings were interpreted based on existing theories and previous research; serta Validating, to check the accuracy of the research report, the researcher conducted member checking by asking key informants to review the accuracy of the report.

FINDINGS

The purpose of this research is to address the questions in the three research focuses, which are: 1. How do the values of local wisdom Maja Labo Dahu influence the principal's leadership in strengthening the organizational climate in high-performing schools, 2. What are the principal's leadership strategies in strengthening the school organizational climate based on the local wisdom Maja Labo Dahu in high-performing schools, 3. What is the impact of school leadership based on local wisdom Maja Labo Dahu on the academic and non-academic performance of the school.

The values of local wisdom Maja Labo Dahu that influence the principal's leadership in strengthening the organizational climate

SMAN 1 Kota Bima is a school that cultivates the values of local wisdom in school leadership to strengthen an effective organizational climate. The local wisdom integrated into the principal's leadership is the local wisdom

of Maja Labo Dahu. The research findings on the values of local wisdom Maja Labo Dahu that emerge from the principal's leadership at SMAN 1 Kota Bima in strengthening the organizational climate to improve school performance include:

First, the value of local wisdom Maja Labo Dahu that emerges is Renta Ba Lera Kaboda Ba Ade Karawi Ba Weki. This leadership value is evident in the principal's leadership at SMAN 1 Kota Bima, demonstrated by the principal's responsibility in carrying out duties. The principal has a high level of responsibility in fulfilling the functions and tasks of leading all educational activities within the school environment, such as providing guidance, assistance, supervision, and evaluation of school community activities. The principal offers guidance to improve teacher competencies, conducts periodic supervision of teacher performance, especially in teaching activities, and demonstrates high discipline to set an example for the school community.
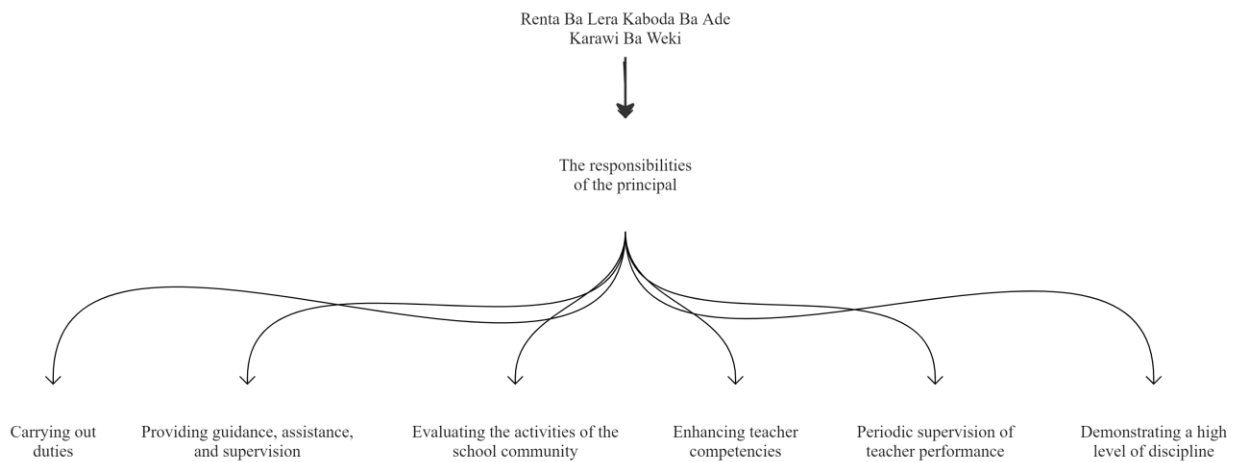

Figure 2. Values of Local Wisdom Maja Labo Dahu

Second, the value that emerges is Mufaka Ra Dampa. This cultural value appears in the principal's leadership, marked by the principal's policy of utilizing all available resources in the school to work collaboratively in creating an effective school climate, thereby facilitating the achievement of the school's vision and mission. Before making decisions, the principal always holds meetings with teachers and staff to formulate strategic policies for the advancement of the school. The principal's steps in planning and formulating the strengthening of the school climate always begin with holding meetings with the school community, so the decisions and policies made are collectively determined within the framework of deliberation and consensus.
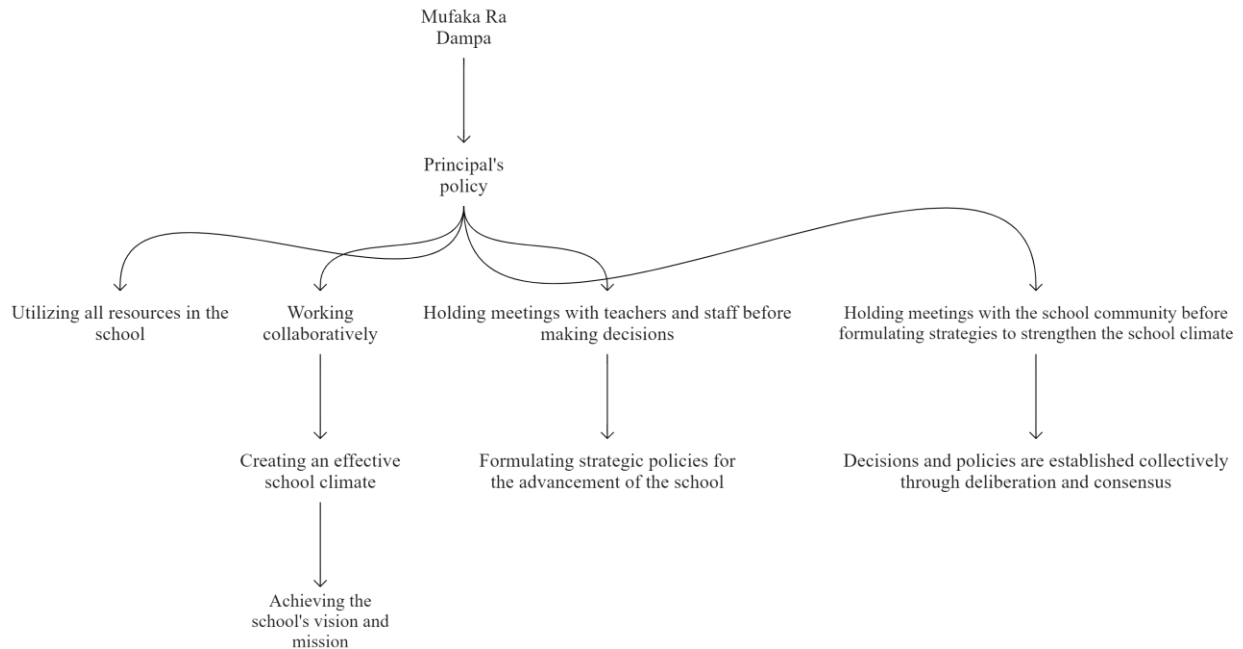
Figure 3. Values of Local Wisdom Mufaka Ra Dampa

Third, the cultural value of Suu Sawau Sia Sawale. The principal always demonstrates patience, sincerity, and perseverance in carrying out duties as a leader. When facing problems and obstacles in the school environment, such as teacher and staff indiscipline, or poor student behavior and attitudes, the principal consistently shows patience and perseverance by providing continuous guidance, such as calling teachers to address the factors behind their indiscipline. The principal always works hard to strengthen an effective school climate. This results in increased motivation and improved student behavior. Furthermore, the principal consistently demonstrates discipline in performing duties, reflecting the responsibility of a school leader.
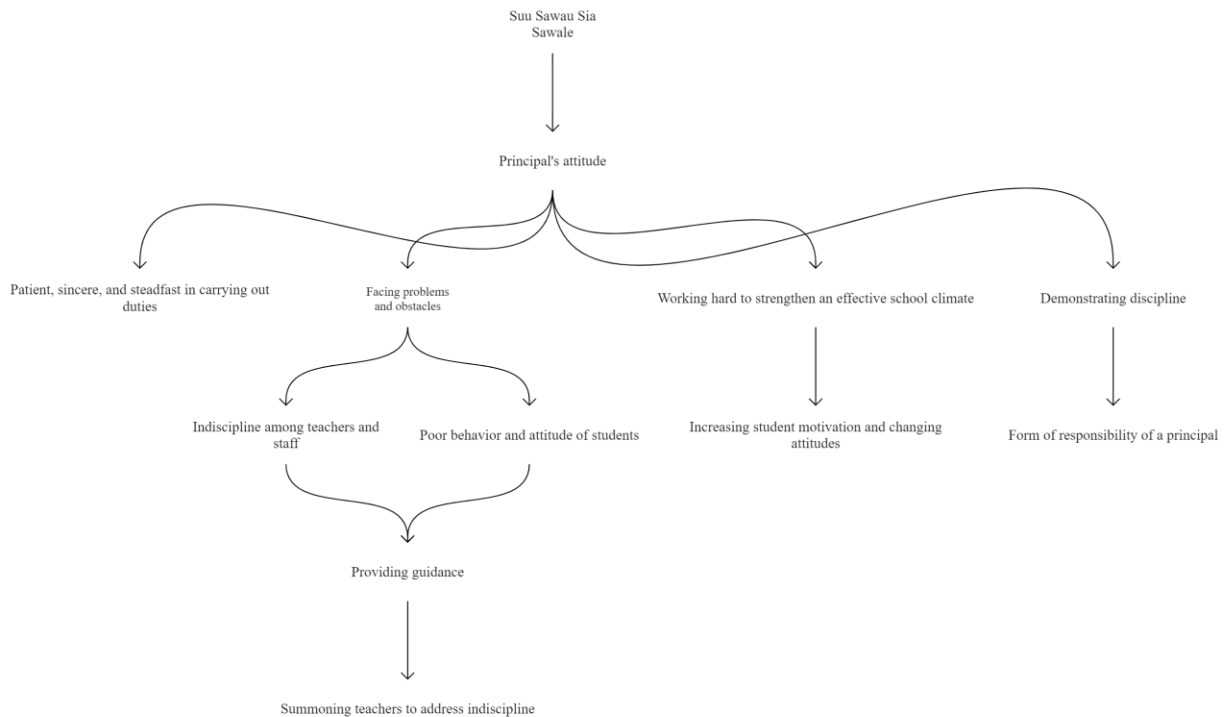
Figure 4. Values of Local Wisdom Suu Sawau Sia Sawale

Fourth, the cultural value of Tahopara Nahu Sura Ba Dou Labo Dana. The principal, in daily activities, always demonstrates fairness and does not discriminate among school members. The principal empowers teachers and staff, providing them with the autonomy to perform their duties and roles creatively without rigid supervision. The principal believes that such a leadership style will encourage teacher creativity and innovation. Secondly, this is essential for school improvement. Forms of empowerment at the school include assigning additional responsibilities beyond teaching, such as supervising extracurricular activities or student organizations. These assignments are usually given considering the teachers' potential and areas of interest so they can perform to their fullest; Teachers are empowered in decision-making processes; The school actively organizes training sessions to develop the competencies of teachers and staff. Training topics often arise from the members' needs. Teachers are consulted about the topics needed to enhance their competencies. Additionally, there are spiritual development activities aimed at fostering the spirituality of the members; and training facilitators are not always brought in from outside the school, but the school also empowers members with relevant expertise to serve as trainers.
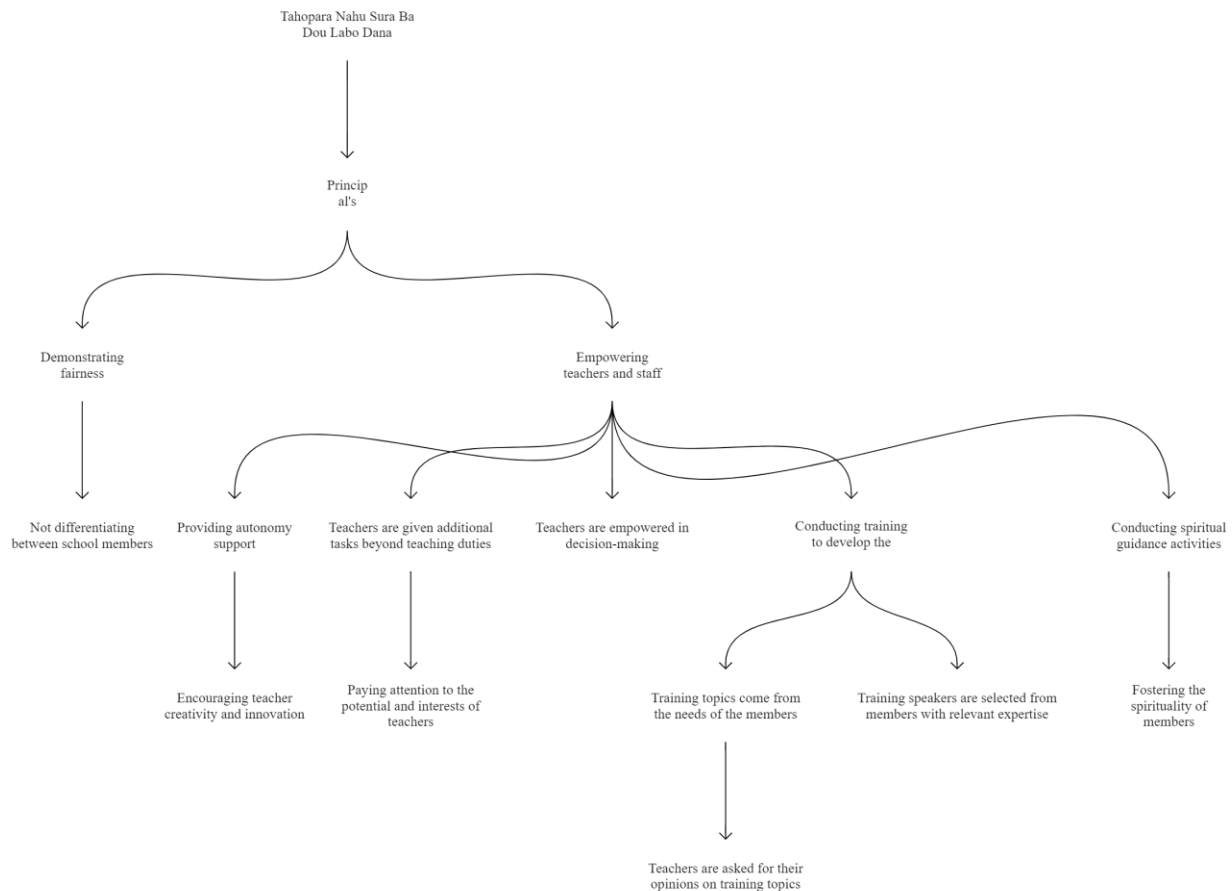

Figure 5. Values of Local Wisdom Tahopara Nahu Sura Ba Dou Labo Dana

The principal's leadership strategies in strengthening the school organizational climate based on the local wisdom of Maja Labo Dahu in high-performing schools include:

Through the implementation of the values of local wisdom Maja Labo Dahu in school leadership

First, Leading by Example: Principals who prioritize the value of "Maja Labo Dahu" demonstrate high integrity in their leadership. They set an example by maintaining behavior that aligns with these cultural values. This

creates trust and respect among teachers, students, and school staff. Principals who practice "Maja Labo Dahu" tend to be fair and honest in every decision-making process, fostering transparency and trust within the school environment.

Maja Labo Dahu

Role Model in Leadership

Demonstrating high integrity

Being a role model with behavior that aligns with cultural values

Being fair and honest in decision-making

Creating trust and respect
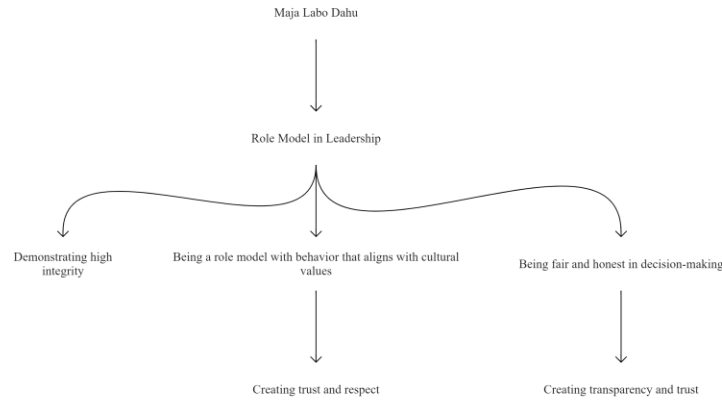
Creating transparency and trust

Figure 6. Values of Local Wisdom in School Leadership

Second, Fairness in Decision-Making: The value of 'Maja Labo Dahu' encourages principals to be more cautious and wiser in decision-making, always considering the impact on all stakeholders. Decisions made are not only fair but also based on strong moral principles, reflecting a commitment to justice and honesty.
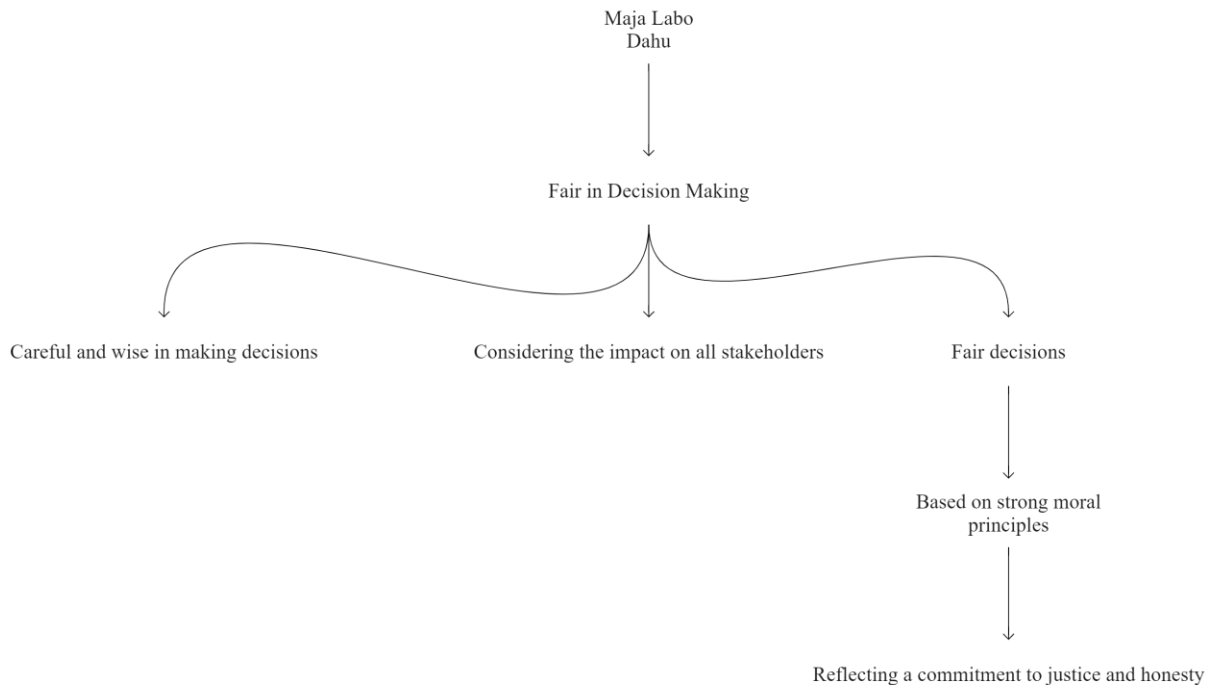
Maja Labo Dahu

Fair in Decision Making

Careful and wise in making decisions

Considering the impact on all stakeholders

Fair decisions

Based on strong moral principles

Reflecting a commitment to justice and honesty

Figure 7. Values of Local Wisdom: Fairness in Decision-Making

Strengthening Organizational Climate

The next strategy of the principal is to strengthen the organizational climate through several steps, including:

First, creating a harmonious work environment: Leadership based on local wisdom contributes positively to the organizational climate of the school. Principals who implement the values of local wisdom 'Maja Labo Dahu' have created a harmonious work environment, filled with mutual respect and good cooperation among all school stakeholders. This is evident from the low levels of conflict and high levels of job satisfaction among teachers and school staff.

Second, increasing motivation and work spirit: There is an increase in motivation and work spirit shown by teachers and students, reflected in the improved discipline and performance of both teachers and students. The integration of the "Maja Labo Dahu" values helps build a positive and supportive school culture. Teachers become more dedicated in carrying out their duties, while students show improved discipline and responsibility.

Third, strengthening the learning climate through curriculum innovation in teaching: The principal encourages teachers to adopt innovative and interactive teaching methods. This includes the use of technology, project-based learning, and teaching approaches that integrate the local wisdom of maja labo dahu.

Fourth, Mentoring and Coaching: A mentoring and coaching system to support new teachers and staff in developing their competencies. Experienced mentors assist in the adjustment and enhancement of teaching skills.

Family-Based Leadership Approach

In implementing leadership steps, the principal always initiates policy decisions with family-based communication. This is done to build confidence, responsibility, and a sense of ownership among the school community. The principal consistently communicates by fostering a sense of family and openness, which helps to create smooth and transparent communication. This has a positive impact on the confidence and performance of both teachers and students. There is a sense of comfort and togetherness felt by the school community. Teachers and staff no longer feel hesitant when expressing their opinions; they have begun to openly provide suggestions and improvements for the school's organizational climate. Conversely, the principal responds to suggestions by discussing them in regular meetings held once a month.

Involvement of the School Community in Decision-Making

In this strategy, the actions taken by the principal include:

Forming a Participatory Team, which involves two main steps: establishing a participatory committee: the principal forms a committee consisting of representatives from teachers, staff, students, and parents. This committee is responsible for coordinating the decision-making process and ensuring that all voices are heard. Additionally, clarifying roles and responsibilities for each committee member ensures effective contributions to the decision-making process. Holding regular meetings: scheduled meetings: regularly scheduled meetings (e.g., monthly) are held to discuss important issues, new policies, and strategic decisions. This ensures a consistent forum for school community participation, open agenda: an open meeting agenda is prepared, allowing input from all members. Each member can propose topics to be discussed during the meetings.

Encouraging Active Participation, which involves the following steps is Establishing Discussion Forums and Workshops, these forums and workshops are set up to discuss specific issues and gather input from various parties. This is done through two approaches: face-to-face meetings and online platforms such as Zoom meetings or online capacity-building discussions and training sessions. Conducting Surveys and Questionnaires, the purpose of distributing surveys and questionnaires is to obtain feedback from the entire school community regarding policies or decisions to be made. The survey results are used as considerations in committee meetings.

The final engagement strategy is through Student Empowerment, supporting the formation and activities of active student organizations, such as the Student Council (OSIS), to participate in decision-making related to school life and student activities. Organizing leadership development programs for students to train them in leadership skills and participation in the decision-making process

The impact of school leadership based on the local wisdom of Maja Labo Dahu in strengthening the organizational climate on the academic and non-academic performance of the school

The impacts of the principal's leadership on school performance include improved teacher performance, teacher job satisfaction, the creation of a positive organizational climate, harmony in the workplace, and opportunities for professional development for teachers and staff. Teachers feel more motivated and valued, which enhances the quality of their teaching. Students show improvement in their learning outcomes because they feel supported and inspired by the positive values of local wisdom maja labo dahu integrated into their learning activities and other school activities. With a conducive school climate, the atmosphere of students' academic activities becomes more vibrant, leading to increased academic performance, as shown by the rising average student learning outcomes. Additionally, many students can participate in academic competitions and achieve awards at the national and regional levels, such as science olympiads, English debate competitions, the highest regional national exam scores, and many graduates receiving scholarships from prestigious universities, both domestically and internationally. Besides academic achievements, the principal's leadership based on local wisdom maja labo dahu also impacts the increase in students' non-academic achievements. Students become more active in extracurricular activities, demonstrating improvements in social skills and leadership. Teachers also become more involved in self-development activities and training that support their competency enhancement. Numerous non-academic achievements have been attained by the school, including first place in the provincial level Drum Band competition, first place in the regional Volleyball competition, second place in the provincial High School Theater competition, and first place in the regional traditional musical instrument playing competition. During the 2023-2024 school year, SMAN 1 Kota Bima has been recognized as the best school at the provincial level in NTB in the Informative and KSP categories.

DISCUSSION

SMAN 1 Kota Bima has created an effective school climate through leadership that uses the local wisdom approach of Maja Labo Dahu. An effective school climate is rooted in the system of cultural values applied in the school, which underpins the creation of an effective and conducive school climate (Arifandi, 2020). The cultural values of local wisdom Maja Labo Dahu demonstrated by the principal's leadership are as follows: Renta ba lera kaboda ba ade karawi ba weki, the cultural value of mufaka ra dampa, the cultural value of suu sawau sia sawale, and the value of tahopura nahu surapa dou labo dana. Based on data collection and analysis, of the seven cultural values of local wisdom Maja Labo Dahu, only four values emerged in the leadership of the principal at SMAN 1 Kota Bima. Many relevant studies on strengthening school climate based on culture show that the use of culture in leadership is effective in shaping positive student character and behavior in the school environment (Rahmawati, 2019). Other research findings also indicate that teachers in an open school climate and environment can gain greater confidence, be more creative, more loyal, and more satisfied. The literature shows that teachers in an open environment usually display greater confidence, more creativity, greater loyalty, and higher satisfaction (Varela et al., 2019).

To create an effective, positive, and comfortable organizational climate for the school community, four leadership strategies have been implemented, including: first, implementing the values of local wisdom Maja Labo Dahu in every activity within the school environment. This is demonstrated by the principal's exemplary behavior, maintaining integrity, and building trust with every school member, showing respect, openness, and transparency in receiving constructive feedback and criticism. Additionally, always being fair in treating every school member, making decisions fairly with the goal of building trust among the school community. The principal is very aware of the important role and responsibility utilizing every school member. As the highest and most important position, the principal is the main leader with a strategic role in utilizing the resources available in the school (Imron, 2015). Second, strengthening the school climate by creating a harmonious work environment, increasing motivation and work spirit, enhancing the learning climate through curriculum innovation in teaching, and implementing mentoring and coaching. Third, leadership through a family-based approach, understanding the cultural background and character of each school member. The implementation of local wisdom Maja Labo Dahu is understood as an approach that must be carried out with a family communication pattern. This approach results in harmonious and open communication between the principal and the staff, teachers, and students. Fourth, involve the school community in decision-making. To build the

principles of deliberation, togetherness, and transparency, the principal always involves teachers, staff, and students in formulating and implementing every policy in school programs. This step is carried out by forming a Participatory Team, which involves two main actions: Establishing a Participatory Committee: The principal forms a committee consisting of representatives from teachers, staff, students, and parents. Encouraging active participation of staff and teachers in development activities such as discussion forums and workshops to discuss issues relevant to strengthening the climate and developing the school. Besides involving staff and teachers, the principal also provides ample opportunities for students to engage in self-development activities, such as active participation in school organizations like the Student Council (OSIS), and revitalizing students' academic and non-academic activities.

Through the integration of the local wisdom values of Maja Labo Dahu in the principal's leadership, there has been an impact on the improvement of school performance, both in terms of students' academic and non-academic achievements. As a leader, the principal must ensure the smooth operation of leadership and be able to develop human resources over time, which has a significant influence on the school's progress (Bafadal et al, 2018; Ni et al., 2015; Sobri et al, 2018). The achievements that have been attained include winning at the national and regional levels in competitions such as science olympiads, English debate competitions, and social studies subject competitions. For non-academic achievements, students have won first place in the provincial-level Drum Band competition, first place in the regional Volleyball competition, first place in the provincial Theater competition, and first place in the regional traditional musical instrument competition. In addition to academic and non-academic achievements, for two consecutive years during 2023-2024, the school has received awards as the best informative and PSP (Public Service Provider) school in the Nusa Tenggara Barat province.

CONCLUSION

The leadership of the principal at SMAN 1 Kota Bima in strengthening the school climate based on the local wisdom of Maja Labo Dahu demonstrates the presence of maja labo dahu values in every leadership activity. These values include: Renta ba lera kaboda ba ade karawi ba weki, Mufaka ra dampa, Suu sawau sia sawale, and Tahopara nahu sura ba dou labo dana. There are four leadership strategies employed by the principal to create a school climate strengthened by the local wisdom of maja labo dahu: first, implementing the values of Maja Labo Dahu in school leadership by demonstrating exemplary behavior and fairness in every decision-making process. Second, strengthening the organizational climate by creating a harmonious work environment, increasing motivation and work spirit, which provides comfort and a sense of security for every school member. Third, providing opportunities for staff and teachers to attend training and self-development activities to become professional resources in their work. Fourth, using a family-based approach, there is a sense of comfort and openness that the principal has demonstrated to the school community. Fourth, involving the school community in decision-making by forming a Participatory Team, encouraging active participation of the school community, and empowering students. The impact of the improvement in school performance is demonstrated by the increase in students' academic and non-academic achievements, including winning national-level science olympiads and provincial-level English debate competitions. Additionally, non-academic achievements include first place in the provincial-level Drum Band competition, first place in the regional Volleyball competition, first place in the provincial Theater competition, and first place in the regional traditional musical instrument competition. During the years 2023-2024, SMAN 1 Kota Bima has been recognized as the best school at the provincial level in NTB in the Informative and PSP categories.

Acknowledgments

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