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The Principal's Strategy Based on the Noble Values of the Huma Betang Philosophy in Improving Teacher Performance at Palangka 2 Public Elementary School

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Keyword

Principal Strategy, Noble Values of Huma Betang Philosophy, Teacher Performance

Abstract

The purpose of this research is to determine "The Principal's Strategy Based on the Noble Values of the Huma Betang Philosophy in Improving Teacher Performance at Palangka 2 Public Elementary School". The research method used is descriptive with a qualitative approach. Data collection techniques include observation, interviews, and documentation studies. The research subjects were the principal, vice principal, teachers, and supervisors. The results show: 1) The principal's strategy in improving teacher abilities is based on the Huma Betang philosophy through developing teacher abilities in the learning process, 2) The principal's strategy in improving teacher discipline is: a) Enforcing teacher discipline, b) Increasing teacher behavior standards, c) Implementing all regulations, 3) The principal's strategy in improving teacher motivation is to create a harmonious situation, provide all necessary equipment and provide rewards and punishments, 4) The principal's strategy in increasing teacher commitment is: holding training, bringing tutors to the school and providing opportunities for continuing education, placing teachers according to their fields, and holding meetings at the beginning of each semester.

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Introduction

Article (3) (Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System, 2003) concerning the National Education System states that National Education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation's life. It aims to develop the potential of students to become people who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. A school that is quality and has good quality is not born suddenly – arrives and immediately has complete facilities. Previously, good cooperation was needed between school managers, one of which was the principal and teachers. The principal has an important role in every process at school and teachers together – help the principal to always improve the quality of the school. The principal is the driving force of the policies set by the school, as well as to determine how the school's goals can be achieved (Santika 2017).

Leadership includes the process of influencing in determining organizational goals, motivating follower behavior to achieve goals (Yulk in Marno, 2008). Harbani in Syahril (2019) believes that leadership is the ability to influence other parties through communication either directly or indirectly with the intention of moving people to be willing to follow the leadership's wishes with understanding, awareness and pleasure. Thus, leadership can be interpreted as the ability to influence and direct other people to achieve certain goals. In the world of education, a leadership function is as a leader and educator in order to improve quality in an educational institution.

According to Mardiyah (2021:65), local wisdom-based leadership allows school principals to be more responsive to student and community needs. Suryadi and Purnomo (2022:78) added that a leadership model that integrates local wisdom values is very important in creating harmonious relationships between schools and society. Fauzi (2023:92) emphasizes that this leadership model not only strengthens local cultural identity but also serves as a means to increase community participation in education. From these three opinions, it was concluded that the principal's leadership model based on local wisdom values is very effective in building harmonious relationships between schools and communities, strengthening local cultural identity, and increasing community participation in education. By integrating the values of local wisdom, school principals can become more responsive to the needs of students and communities, and create a more relevant and inclusive educational environment. Previous research, such as that conducted by Sihotang et al (2024) on the implementation of Huma Betang values in creating Eco literacy schools highlighted the school's efforts to combine formal curricula with local approaches based on local wisdom, such as learning in the open, using local resources as learning media, and introducing local culture to students. In addition, values such as mutual assistance, togetherness and a sense of responsibility for the environment are also instilled through various extracurricular activities and social programs in schools. Thus, the implementation of Huma Betang values not only enriches students' learning experiences but also helps in shaping sustainable Eco literacy

attitudes and behaviour.

The learning process can only be achieved through the teacher's own competency. A teacher's incompetence in delivering teaching materials during the learning process indirectly impacts learning outcomes. Limited knowledge in delivering material, both in terms of the use of teaching methods and other supporting textbooks, will impact learning outcomes. Various efforts have been made to improve teacher performance, including through Subject Teacher Deliberation Forums (MGMP), Teacher Working Groups (KKG), and various other training programs, both in their respective fields of study and other activities that can improve teacher professionalism.

Research by [Robbins in Warti et al \(2024\)](#) shows that value-based leadership has a significant impact on the formation of disciplined teacher behavior. In addition, research by [Susilo \(2021\)](#) revealed that leadership indicators such as exemplary provision, effective communication, and teacher empowerment contribute directly to improving teacher work discipline. However, much of this research still focuses on universal values and has not specifically integrated local wisdom values as a basis for developing leadership models.

This research is relevant in the context of the Golden Indonesia Vision 2045, which emphasizes inclusive education and cultural preservation. By revealing the experience of the principal, this study is expected to make a theoretical contribution to the development of leadership theories based on cultural phenomenology, as well as practical through training recommendations oriented towards the internalization of customary values. Therefore, research entitled “The Principal's Strategy Based on the Noble Values of the Huma Betang Philosophy in Improving Teacher Performance at Palangka 2 Public Elementary School” is an important step to bridge Dayak cultural heritage with contemporary educational leadership dynamics, ultimately supporting sustainable educational development and rooted in local identity.

“Huma Betang” is in everyday terms “a large house” which is inhabited by many people with various religions and beliefs but remains harmonious and peaceful ([Usop et al.2011](#)). The Huma Betang philosophy is a spirit of togetherness, equality, honesty, and obedience to customary law that is reflected in the life of the Dayak people in Central Kalimantan, emphasizing that differences in ethnicity, religion, and race are not obstacles to living in harmony and building togetherness. Huma Betang is not only a traditional house, but also a center for deliberation, education, and traditional ceremonies, which teach values to maintain harmony with others, nature, and the Creator. In the Kalimantan region, especially among the Dayak people, the philosophy of “Huma Betang”—traditional longhouse which symbolizes communal life, mutual cooperation, social harmony and balance between humans, nature and spirit— is the foundation of deep culture. Huma Betang is the traditional home of the Kalimantan Dayak tribe, especially in the upstream river area which is usually the centre of Dayak settlement and is a transportation route for carrying out various mobility. Huma spans or

longhouses have extraordinary meaning where the The last meaning from creation to development results reflects tolerance and leadership (Neni et al.2012).

Method

Research design

This research was carried out using a qualitative research approach with a case study design related to analyzing and describing the the principal's strategy based on the Noble Values of the Huma Betang Philosophy in improving teacher performance at SD Negeri 2 Palangka, Palangka Raya city. This approach was chosen considering that the aim of this research is to understand phenomena regarding what the research subject experiences, for example behavior or habits, perceptions, motivations, actions and so on as a whole with descriptions in the form of sentences and language, in a context that occurs naturally Moleong (2017). This statement is supported by Bungin (2003) who said that the main aim of qualitative research is to understand (to understand) social phenomena or symptoms by focusing more on a complete picture of the phenomenon being studied rather than detailing it into interrelated variables. Helaluddin (2019) who said that qualitative research is a research study that tries to understand phenomena in a natural setting and context, so that it cannot manipulate the phenomena it observes. Also, Saryono in Sari et al (2021) said that qualitative research is research used to investigate, discover, describe and explain the quality or features of social influences that cannot be explained, measured or described through a quantitative approach.

Through this method, researchers are expected to be able to recognize subjects by experiencing the subject's experience of an event. Researchers are also expected to always focus on events in the context being studied (Martha & Kresno,2016: 2). The approach used in this research is a phenomenological approach. According to Polkinghorne (1989), phenomenological studies are an approach to provide an understanding of the meaning of the experiences experienced by individuals in certain concepts. In the phenomenological approach, researchers are required to understand the meaning of an event and the people who are in a particular event or situation. This approach emphasizes its focus on individual subjective experiences and world interpretation. This phenomenological research is carried out naturally as is (Moleong, 2013). This is supported by Speziale & Carpenter (2003) in Abduh (2018) that descriptive phenomenology is a step that seeks to directly explore, analyse and describe certain phenomena as freely as possible from untested estimates and aims to display intuition to the maximum.

Research sample

As a subject or research informant, it is determined based on the researcher's considerations, which is usually called purposive technique (Sugiyono,2018). In other words, research informants or respondents are not carried out randomly, but have been determined or targeted by researchers (Miles and Huberman, 2019). In connection with this, the respondents

or research consisted of one (1) School principal, five (5) educational staff, and twenty-five (26) teachers.

Research procedure

A case study model is a research activity that examines events in a concrete life setting (Yin, 2002), which is carried out in a place or a subject or a unified system such as a program, activity, event or group of individuals in a certain space and time. Systems that experience a phenomenon (Wekke, et al (2019). This statement is in accordance with the opinion (Ahmadi, 2020) which says that a case study is a detailed study of a setting, a subject person, a place where certain documents or events are stored. Next, the researcher conducted in-depth interviews regarding various questions asked to the sources, namely the principal, teaching staff and educational staff. Then the data obtained is processed and analysed to obtain real information from the principal about “The Principal's Strategy Based on the Noble Values of the Huma Betang Philosophy in Improving Teacher Performance at Palangka 2 Public Elementary School”. Data collection techniques are a method used by researchers to collect data. The data collection techniques used by researchers in this research are interview, observation and documentation techniques. In this study the interview technique chosen was a semi-structured interview, where the interviewer had first prepared an interview guide to ensure the appropriateness of the list of questions. Interviewers still have the freedom to ask questions about the topic of the problem (Martha & Kresno, 2016: 55)

Data analysis

The data analysis techniques used by researchers are data collection, data reduction, data presentation, and conclusions. With this research method, it is hoped that we can obtain a comprehensive picture of “The Principal's Strategy Based on the Noble Values of the Huma Betang Philosophy in Improving Teacher Performance at Palangka 2 Public Elementary School”, as well as the impacts and challenges faced in the implementation process.

Results and Discussion

Results

The leadership spirit in a leader is very important to use optimally so that you can compete with other institutions. SD Negeri 2 Palangka is one of the elementary schools in Palangka Raya City which has “A” accreditation with the vision: To make SDN 2 Palangka an educational institution capable of creating quality students, faith and piety as well as artistic culture accompanied by improving the quality of educators. The results show: 1) The principal's strategy in improving teacher abilities is based on the the Noble Values of the Huma Betang Philosophy through developing teacher abilities in the learning process, 2) The principal's strategy in improving teacher discipline is: a) Enforcing teacher discipline, b) Increasing teacher behavior standards, c) Implementing all regulations, 3) The principal's

strategy in improving teacher motivation is to create a harmonious situation, provide all necessary equipment and provide rewards and punishments, 4) The principal's strategy in increasing teacher commitment is: holding training, bringing tutors to the school and providing opportunities for continuing education, placing teachers according to their fields, and holding meetings at the beginning of each semester. 1) The principal's strategy in improving teacher abilities is based on the noble values of the Huma Betang Philosophy through developing teacher abilities in the learning process. 2) The principal's strategy in improving teacher discipline based on the noble values of the Huma Betang Philosophy is: a) Enforcing teacher discipline, b) Increasing teacher behavior standards, c) Implementing all regulations. 3) The principal's strategy in improving teacher motivation is to create a harmonious situation, provide all necessary equipment and provide rewards and punishments based on the noble values of the Huma Betang Philosophy. 4) The principal's strategy in increasing teacher commitment based on the noble values of the Huma Betang Philosophy is: holding training, bringing tutors to the school and providing opportunities for continuing education, placing teachers according to their fields, and holding meetings at the beginning of each semester

The principal has a responsibility to be able to create a pedagogical environment that is appropriate to the implementation of the independent curriculum currently being used. Along with these changes, school principals must have extra thoughts, attitudes and behaviour in facing problems that are not only related to academic achievement but also related to non-academic achievement. The curriculum changes that have occurred mean that school principals must act quickly and wisely so that the process of implementing the independent curriculum implemented at SD Negeri 2 Palangka can run well.

Discussion

The internalization of character values at SD Negeri 2 Palangka carried out by the principal elaborates policies in providing education. The based on the noble values of the Huma Betang Philosophy in Kalimantan has a very good meaning, where Huma Betang reflects a peaceful life, tolerance for differences. In Huma Betang there are four main pillars of life philosophy, namely: Honesty, equality, togetherness and obeying the rules or what is called "*Belom Bahadat*" means living in manners and "*Belom Penyang Hinje Simpei*" lives in equality, peace, tolerance, togetherness (Usop et al. 2011). Through formal education, namely school institutions which are in line with the function and role of education, schools are a continuation of family education. Schools are essentially not just places for the transfer of knowledge or certain materials that are tested, but also as institutions that are obliged to instil local knowledge according to local culture. In human resource management, the principal is the key to success in achieving quality education.

Principals are required to always try to develop and develop human resources or teaching staff in order to create quality education. In the school, the principal occupies two important positions to ensure the continuity of the education process as outlined by statutory

regulations.

First, the Principal is the manager of education in the school as a whole. Second, the Principal is the formal leader of education at school. Defined as head, because the principal is the highest official in the school (Rahman et al., 2017). It cannot be denied that a safe, comfortable and harmonious work environment will improve the work results of its residents. On the other hand, a work environment full of conflict will hinder and reduce work enthusiasm. The results of this research are in line with Huma Betang's philosophical theory: "Huma Betang for Dayak Ngaju more than just place to stay. Huma betang is the center of social structure from the life of Dayak" (Laksono, 2006; Sangalang, Titi, & Darjosanjoto, 2011). In an educational context, the application of this value by school principals reflects Burns' (1978) transformational leadership concept, where leaders not only direct, but also inspire change through example. Strategies such as routine mutual assistance by respondents are effective because they create direct experience (experiential learning) for students, as explained by Kolb in Rosidin (2014), so that *Handep*'s values are internalized as character. However, challenges such as cultural resistance highlight the issue of acculturation in Kalimantan's multicultural society, as discussed by Geertz (1973) in Amady (2023) in the concept of cultural "deep play". This resistance often arises due to the dominance of universal national curricula, so school principals need adaptation strategies, such as gradual cultural training. Resource constraints also reflect structural educational problems in the regions, where school budgets are limited (Data from Ministry of Education and Culture, 2022), so the recommendation for this research is collaboration with local governments to fund cultural programs. Overall, the long-term impact shows that the implementation of *Handep* by school principals not only preserves Dayak heritage, but also contributes to the goal of national education, namely the formation of the character of Pancasila (UU No. 20/2003). implication is that not only at SD Negeri 2 Palangka but can also be done at other elementary schools in the Central Kalimantan region which can become a national model for local value based education, with the potential for replication in other regions. The limitations of this study are that the sample is limited to one school and time constraints, so follow-up research is suggested with a quantitative approach to measure impact more widely.

Conclusion

The conclusion contains the essence of the research findings which are based on the research objectives that have been stated in the background section. In general, this research concludes that the experience of school principals within SD Negeri 2 Palangka in implementing based on the noble values of the Huma Betang Philosophy tends to be positive, with benefits that exceed challenges if supported by strong leadership commitment. The recommendation for educational practitioners is to integrate this value into school strategies for sustainability. By initiating mutual cooperation activities, providing assistance to underprivileged students, cooperation between teachers, as well as discussions for conflict resolution are the overall positive impacts of the role based on noble values of the Huma

Batang Philosophy in schools. The principal provides a good trend to be able to develop and is used as an example for other schools that have not participated in implementing the noble values of the Huma Batang Philosophy.

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