

Strategic Planning Based on Local Wisdom for Strengthening Cultural Identity and Socio-Economic Progress in Secondary Education

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ABSTRACT

This study examined how strategic planning based on local wisdom is implemented in a senior high school in Banyuresmi District, Garut Regency, as a means of strengthening students' cultural identity and supporting community socio-economic development. A descriptive qualitative approach was employed. Data were collected through in-depth interviews with school stakeholders, participant observation, and analysis of school planning documents, including the School Strategic Plan (Renstra), the School Activity and Budget Plan (RKAS), and the school curriculum document (KSP). The findings show that the school integrated the local wisdom philosophy of Gapura Pancawaluya (Cageur, Bageur, Bener, Pinter, Singer) into its vision, mission, and planning documents and translated it into a flagship extracurricular program, Asgar Singer, based on the local barbering tradition. The program developed students' vocational skills while fostering responsibility, discipline, independence, creativity, and collaboration, and it strengthened school-community partnerships and local pride in the barbering profession. The study concludes that strategic planning grounded in local wisdom is a contextual approach to achieving the Graduate Profile dimensions stipulated in Ministerial Regulation No. 10 of 2025 and to aligning local cultural values with national education policy. As a single-case study, its findings are context-bound.

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Introduction

Education is a key pillar in building the civilization of a nation, playing an essential role not only in transferring knowledge but also in shaping the character and cultural identity of students (Darmawan et al., 2024; Dewi & Alam, 2020). In the context of globalization, which presents numerous challenges and uncertainties (Herlina et al., 2024), educational institutions must plan adaptively and sustainably (Carvalho et al., 2021; Sodiq et al., 2025). Strategic planning based on local wisdom is therefore a crucial instrument to ensure that schools remain relevant to the needs of the times while still being rooted in local cultural values that reflect the character of the nation (Gumelar et al., 2025; Sodiq et al., 2025).

Strategic planning in education is a systematic process of formulating an organization's vision and direction, identifying long-term goals, and determining the strategic actions needed to achieve them (Kamara et al., 2024). In schools, it is concerned not only with managerial efficiency but also with linking the internal potential of the school to the social dynamics of its surroundings (Carvalho et al., 2021; Sodiq et al., 2025). Henry (2021) emphasizes that effective strategic planning should begin with a thorough analysis of an organization's internal strengths and external environment, including local resources and contextual opportunities, while sustainability research highlights the importance of incorporating local knowledge and stakeholder participation into long-term development strategies (Moallemi et al., 2020); ElMassah and Mohieldin (2020) argue that integrating local values into organizational strategies can strengthen institutional sustainability and responsiveness to community needs, and ElMassah and Mohieldin (2020) likewise view strategies as more effective when they are aligned with the characteristics and needs of the local community.

Local wisdom is not merely a cultural component but also a strategic resource that reflects the values, work ethics, and social capital of a community (Sodiq et al., 2025). Previous studies emphasize that local wisdom is an important foundation for culturally responsive education, character development, and sustainable school improvement (Pageh et al., 2025; Sadri & Temaja, 2025; Taimur & Sattar, 2020). Education based on local wisdom helps students understand their cultural roots and build a strong social identity (Manarfa & Lasaiba, 2023; Wijayanti, 2025), and local cultural values can serve as an effective medium for developing graduates who are not only religious and independent but also proud of their regional identity (Hidayati et al., 2020; Sun, 2025). Local wisdom has also been linked to the *Merdeka* Curriculum as a synergy for shaping student character (Rahmadani et al., 2023; Zainuddin, 2025), and connecting classroom experiences with students' socio-cultural environments supports contextual learning and character development (Akbar, 2025; Kasvita et al., 2022).

One of the distinctive socio-economic characteristics of Banyuresmi District, Garut Regency, is the long-standing tradition of community members working as barbers (Nishlah & Hapsarani, 2021). Nishlah and Hapsarani (2021) reported that this profession has become a tradition in Kampung Peundeuy, Banyuresmi, where barbering skills are passed down across generations through family networks. Their ethnographic study shows that the profession has helped shape the village's cultural identity while influencing the social and economic transformation of the local community. Beyond its economic function, the profession reflects values of hard work, discipline, perseverance, responsibility, service orientation, and maintaining customer trust (Nishlah & Hapsarani, 2021). In an educational setting, these values can be integrated through contextual learning

activities, project-based assignments, classroom discussions, and character education programs that connect local cultural practices with students' daily learning experiences (Sadri & Temaja, 2025; Zainuddin, 2025).

Although many studies discuss local wisdom in character education (Hidayati et al., 2020; Jayanti & Wulandari, 2024; Kusnadi, 2023), its practical application in strategic educational planning at the secondary school level has rarely been explored in depth, as existing studies on school planning grounded in local wisdom have focused largely on primary schools (Gumelar et al., 2025; Sodiq et al., 2025). This study addresses that gap by focusing on a senior high school in Banyuresmi District, Garut Regency, that integrates the local wisdom of Banyuresmi into its strategic planning. The school uses the philosophy of Gapura Pancawaluya, which emphasizes the values of Cageur, Bageur, Bener, Pinter, and Singer, to guide its vision, mission, goals, and flagship programs such as Asgar Singer, an extracurricular program based on the local profession of barbering.

The purpose of this study is to examine how local wisdom in Banyuresmi is integrated into educational strategic planning and how this integration supports student character development in the school context. The study also explores how strategic planning based on local wisdom aligns with the Graduate Competency Standards stipulated in the Regulation of the Minister of Primary and Secondary Education of the Republic of Indonesia Number 10 of 2025 (Kementerian Pendidikan Dasar dan Menengah, 2025), particularly in supporting the development of the eight dimensions of the Graduate Profile. By integrating local cultural values into educational planning, this study seeks to strengthen the alignment between local educational practices and national education policy while promoting meaningful learning, strengthening student character, and supporting the socio-economic progress of the surrounding community.

Method

This study used a descriptive qualitative approach because it aims to understand in depth the process of strategic planning based on local wisdom in the context of secondary education in Banyuresmi District. This approach was chosen to describe the phenomenon holistically and contextually, without manipulating the variables being studied (Sugiyono, 2022).

The research was conducted at a senior high school in Banyuresmi District, Garut Regency, West Java, Indonesia. The school was purposively selected because it implements a barbering extracurricular program that reflects the socio-cultural characteristics of the Banyuresmi community and serves as a context for integrating local wisdom into educational strategic planning. The participants consisted of the principal, the vice principal for student affairs, extracurricular coordinators, teachers, and students involved in the barbering extracurricular program. They were selected based on their direct involvement in school planning, program implementation, and student development. To preserve confidentiality, the school is referred to as School X, and student participants are identified as Student A, Student B, and so on.

Data were collected through in-depth interviews, participant observation, and document analysis. In-depth interviews were conducted with the principal, the vice principal, extracurricular coordinators, teachers, and selected students to explore the school's strategic planning process, the integration of local wisdom into educational programs, and stakeholders' perspectives on character development through local culture. Participant observation was carried out during barbering extracurricular activities to

examine learning interactions, student participation, and the internalization of values such as responsibility, discipline, perseverance, cooperation, and independence. To strengthen credibility, document analysis was conducted on the School Strategic Plan (*Rencana Strategis Sekolah*, Renstra), the School Activity and Budget Plan (*Rencana Kegiatan dan Anggaran Sekolah*, RKAS), the school curriculum document (*Kurikulum Satuan Pendidikan*, KSP), the Annual Work Plan (*Rencana Kerja Tahunan*, RKT), extracurricular program documents, activity reports, photographs, and other relevant administrative records. These documents were used to examine the extent to which local wisdom had been systematically incorporated into school planning and educational practices.

The data were analyzed using the interactive model of Miles et al. (2014), which consists of three interconnected processes: data condensation, data display, and conclusion drawing and verification. Data condensation was carried out by selecting, focusing, simplifying, and organizing information from interviews, observations, and documents according to the research objectives. The condensed data were then presented as descriptive narratives and thematic matrices to identify patterns and relationships among strategic planning, the integration of local wisdom, and character development. In the final stage, conclusions were drawn and verified iteratively by comparing emerging interpretations with the collected data to ensure their consistency and credibility.

To enhance trustworthiness, data validation was conducted through source triangulation and method triangulation by comparing information obtained from different participants, observations, and documentary evidence. In addition, member checking was undertaken with key informants to confirm that the researchers' interpretations accurately reflected the participants' experiences and perspectives. These procedures were applied to improve the credibility and dependability of the findings.

Results and Discussion

The analysis of interviews, observations, and documents produced five main themes: the integration of local wisdom into school strategic planning; the implementation of the Asgar Singer program; character development through the program; school–community collaboration and its socio-economic implications; and the challenges and future planning of the program. The school is referred to as School X to preserve institutional confidentiality.

Theme 1: Integration of Local Wisdom into School Strategic Planning

The analysis of the School Strategic Plan (*Rencana Strategis Sekolah*) for the 2025–2026 academic period at School X indicates that the Asgar Singer barbering extracurricular program has been incorporated as one of the school's flagship programs based on local wisdom. The planning documents show that the program is designed within the framework of the Gapura Pancawaluya educational vision, which emphasizes five core values: Cageur (physical and mental well-being), Bageur (care and empathy), Bener (integrity and discipline), Pinter (knowledge and critical thinking), and Singer (creativity and innovation). These values are explicitly articulated in the school's vision, mission, and program planning documents and are intended to guide character education and contextual learning activities. The school's strategic documents also indicate that these values are aligned with the Graduate Competency Standards in Ministerial Regulation No. 10 of 2025, particularly those related to character development, collaboration, creativity, citizenship, and independent learning (**Table 1**).

Table 1. Alignment of Local Wisdom Values, Graduate Profile Dimensions, and Program Outcomes

Local Wisdom Value (Pancawaluya)	Graduate Profile Dimension	Program Outcomes
Cageur (physical and mental well-being)	Health and independence	Hygiene awareness, self-care, discipline
Bageur (care and empathy)	Collaboration	Teamwork, social responsibility
Bener (integrity and discipline)	Faith and piety	Honesty, work discipline
Pinter (knowledge and critical thinking)	Critical reasoning	Problem-solving, decision-making
Singer (creativity and innovation)	Creativity	Innovation in barbering skills

Table 1 links the school's strategic planning with the integration of local wisdom, specifically Banyuresmi's local profession in the Asgar Singer program, and with the Graduate Profile dimensions, so that character development and national educational goals are addressed holistically.

Interviews with the principal indicated that the integration of the barbering extracurricular program into strategic planning was based on an assessment of the socio-economic characteristics and local cultural potential of the Banyuresmi community. According to the principal, the long-standing barbering tradition in Banyuresmi has become an important local resource that can be used to strengthen students' character and vocational competencies. This is consistent with Nishlah and Hapsarani (2021), who found that barbering developed as an intergenerational profession in Kampung Peundeuy, contributing to the area's cultural identity and socio-economic transformation. The principal further explained that the program has been incorporated into the Renstra, the RKAS, and the RKT as part of the school's character education and local wisdom initiatives.

These findings indicate that local wisdom is positioned not merely as an extracurricular activity but as an integral component of educational planning and school culture. The school began from an assessment of its local resources and environment, which corresponds with the view that effective strategic planning starts with an analysis of internal strengths and external contextual opportunities (Henry, 2021) and that local knowledge should be incorporated into long-term development strategies (Moallemi et al., 2020).

Theme 2: Implementation of the Asgar Singer Program

Extracurricular coordinators and teachers consistently explained that the barbering program was designed not only to develop students' vocational skills but also to cultivate character values, including responsibility, discipline, perseverance, creativity, and collaboration, through authentic, context-based learning experiences. Participants emphasized that students learned these values by engaging directly in practical activities, interacting with peers, and providing services in simulated and community-based settings. Document analysis confirmed that the program had been formally incorporated into the school's strategic planning documents, including the Renstra and annual work programs.

Interviews with coordinators, barbering trainers, and participating students revealed that the program was implemented in a structured and continuous manner, with sessions held twice a week for approximately two hours each. The program adopted a competency-based approach that combined theoretical instruction with intensive practical training, in which practice constituted the major part of the learning process. Professional barbers from the local community, including trainers affiliated with the *Persaudaraan Pangkas Rambut Garut* (PPRG), were actively involved as instructors, enabling students to learn directly from practitioners while strengthening the relationship between the school and the community.

Learning activities extended beyond technical competencies, such as haircutting techniques, hair grading, and basic scalp massage, to the development of character values. According to participants, students were encouraged to demonstrate responsibility, discipline, perseverance, independence, effective communication, and professional ethics while practicing barbering. These values developed through direct interaction with trainers, collaborative practice among peers, and service-oriented activities that reflected real workplace situations.

The integration of vocational competencies with local cultural values is consistent with previous studies showing that extracurricular activities grounded in local wisdom provide meaningful contexts for character education, because students learn through authentic participation in culturally relevant practices rather than through abstract instruction alone (Hidayati et al., 2020; Kusnadi, 2023). Recent studies also emphasize that local wisdom-based extracurricular programs function not only as cultural preservation initiatives but also as contextual learning environments that facilitate the internalization of character values through direct experience and community engagement (Aisyah & Suwandi, 2025; Hindaryatiningsih et al., 2026). The Asgar Singer program therefore illustrates how educational strategic planning can integrate local cultural resources into school programs to support both vocational competence and character development.

Theme 3: Character Development through the Barbering Extracurricular Program

Document analysis, observations, and interviews consistently indicate that the barbering extracurricular program functions not only as vocational learning but also as a medium for character development. Teachers, coordinators, and students explained that participation encouraged responsibility, discipline, perseverance, independence, creativity, collaboration, and professional ethics through authentic learning experiences. Student A, Student B, and Student C reported that regular involvement in barbering practice enhanced their technical competencies, increased their self-confidence, improved their communication skills, and encouraged them to develop clearer aspirations for future careers. These findings suggest that learning activities grounded in local cultural practices give students meaningful opportunities to connect knowledge, skills, and character in real-life contexts.

These findings are consistent with studies demonstrating that local wisdom-based education contributes to character formation by enabling students to learn through culturally relevant and authentic experiences (Hidayati et al., 2020; Jayanti & Wulandari, 2024). Similarly, Hindaryatiningsih et al. (2026) argue that integrating local wisdom into educational programs promotes responsibility, collaboration, and social awareness while strengthening students' cultural identity. Taken together, these studies support the present finding that character values are more effectively internalized when students actively

participate in learning activities closely connected to their local socio-cultural environment.

Theme 4: School Community Collaboration and Socio Economic Implications

Field observations revealed strong collaboration among the school, local barber practitioners, community organizations, and the PPRG in implementing the program. This collaboration enabled students to interact directly with experienced practitioners and gain authentic workplace experience while preserving local cultural traditions. Interviews also indicated that several program alumni had pursued careers in the barbering sector or established independent barbering businesses after graduation. Although this evidence rests on participants' accounts and school documentation, it suggests that school community partnerships can enhance the relevance of educational programs by linking character education with vocational competencies and local economic opportunities. This is consistent with recent findings that school community partnerships enrich contextual learning, strengthen community engagement, and support sustainable local wisdom-based education (Aisyah & Suwandi, 2025).

Socially and culturally, the program revitalizes the image of the barber profession as a symbol of Banyuresmi's identity. Both trainers and students emphasized that, through this activity, the younger generation comes to understand that local professions are just as prestigious as modern jobs, which strengthens regional pride and reduces negative attitudes toward traditional professions. This resonates with the argument that education grounded in local culture helps students understand their cultural roots and build a strong social identity (Sun, 2025; Wijayanti, 2025).

Economically, the Asgar Singer program promotes microeconomic independence among young people, as reported by several participants who have opened their own haircutting services in their neighborhoods. From an institutional perspective, implementation of the program demonstrates synchronization between the school's strategic planning documents and the development of the Graduate Profile, particularly the dimensions of independence, collaboration, and creativity.

Theme 5: Challenges and Future Planning

Despite its significant impact, several challenges were identified. Extracurricular supervisors mentioned limitations in practical facilities and training time. Some students suggested expanding the activity to primary schools and the wider community to increase its recognition and broaden its social benefits. In response, the school plans to expand partnerships with barbershop industry players and to increase funding support for local skills-based programs in the next strategic planning cycle. These challenges suggest that the sustainability of local wisdom-based programs depends on whether their resource needs, such as facilities and training time, are explicitly reflected in strategic plans and budgets.

Conclusion

This study concludes that integrating local wisdom into educational strategic planning enhances the contextual relevance of school programs by aligning educational practices with the socio-cultural characteristics of the local community. The barbering extracurricular program, rooted in the local barbering tradition of Banyuresmi, has been systematically incorporated into the school's vision, mission, strategic programs, and extracurricular activities. In this way, local wisdom functions not only as a means of preserving cultural heritage but also as a contextual learning resource that supports

vocational competencies and character values, including responsibility, discipline, perseverance, independence, collaboration, creativity, and professional ethics. The active involvement of local barber practitioners and community organizations further strengthens implementation by connecting school learning with authentic community practices. These findings contribute to the field of educational strategic planning by showing that local wisdom can serve as a strategic resource for designing culturally responsive programs that support the implementation of the Graduate Competency Standards in Ministerial Regulation No. 10 of 2025 while reinforcing students' cultural identity and character development.

Nevertheless, this study is limited to a single case in one senior high school in Banyuresmi District, Garut Regency; its findings should therefore be interpreted within that context and cannot be generalized to educational settings with different socio-cultural characteristics. Future research is recommended to investigate the implementation of local wisdom-based strategic planning in diverse educational contexts using comparative, multi-case, or mixed-method approaches to generate broader empirical evidence on its effectiveness and sustainability.

Author Contributions

Conceptualization: YH, RH; Methodology: YH, RH; Formal analysis: YH, RH; Investigation: YH; Writing – original draft: YH; Writing – review & editing: YH, RH; Supervision: RH.

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Declaration of Competing Interest

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

Use of Artificial Intelligence

The authors used Claude for language editing and manuscript formatting. The authors reviewed and verified all AI-assisted revisions and take full responsibility for the final content.

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