



Systematic Literature Review: Pesenggiri Piil Philosophy in School Principal Leadership

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ABSTRACT

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This research examines the role of Piil Pesenggiri's philosophy in shaping school principal leadership, with an emphasis on local wisdom values within the Lampung cultural context. Values such as *nemui nyimah*, *sakai sambayan*, *nengah nyappur*, and *nickname adok* are believed to strengthen the principal's moral and social dimensions. The research employs a Systematic Literature Review (SLR) using the PRISMA approach, analyzing 20 peer-reviewed articles published within the last five years on cultural value-based leadership. Findings reveal that Piil Pesenggiri contributes to inclusive, moral, and collaborative leadership. Principals who embody these values are perceived as more open, adaptable, and respected by the school community. However, challenges include the absence of local culture-based training and pressures from national education policies. The study concludes that integrating Piil Pesenggiri into leadership can enhance ethical and transformative leadership qualities, fostering a more inclusive and contextually relevant learning environment. Policy support and training programs are needed to embed local wisdom into Indonesia's educational leadership system.

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INTRODUCTION

Leadership plays a critical role in the success of any organization, including educational institutions. A school principal's leadership significantly influences teacher motivation, performance, and the overall school environment, which, in turn, affects the learning outcomes of students. The effectiveness of a principal's leadership in creating a harmonious and supportive atmosphere is crucial. As Hartawan (2020) and Agus et al. (2025) notes, principals who implement good leadership can boost teacher motivation and performance. Additionally, the leadership style of a principal has a direct impact on teacher motivation and work satisfaction, as affirmed by Devi and Wiyasa (2021). Therefore, understanding how leadership contributes to educational quality is

crucial for developing effective leadership models in schools, making this research particularly relevant for enhancing school management practices.

Despite the recognized importance of leadership in schools, there are ongoing challenges in applying effective leadership practices that foster a positive school culture and improve teacher performance. The principal not only serves as an administrator but also as an instructional leader, a role that includes creating a culture of innovation and positive development. As stated by Said (2018) and Holid & Rozi (2025), effective leadership involves shaping a positive school culture that promotes innovation. However, the application of leadership styles that foster such environments is still a challenge in many schools. Transformational leadership, for instance, has proven effective in creating a productive work environment (Lamirin et al., 2023; Ataman et al., 2024; Adeoye et al., 2025), but its application in the context of school leadership in Indonesia remains inconsistent.

Previous studies have explored various leadership styles and their impacts on educational outcomes. Solihin et al. (2021) emphasize that the leadership style of school principals is vital for improving job satisfaction and motivation among teachers. Similarly, research by Octavia and Savira (2017) and Albustomi (2025) demonstrates that the right leadership style enhances the quality of educational services. However, these studies often overlook the role of local cultural values in shaping leadership styles in educational institutions. While leadership theories, such as transformational leadership, are widely studied, the integration of local cultural wisdom, like Piil Pesenggiri, into school leadership remains underexplored. Thus, a significant gap exists in the literature regarding the integration of cultural values into leadership models within the Indonesian educational context.

Piil Pesenggiri, a traditional Lampung philosophy, offers a rich framework for understanding leadership based on local wisdom. This philosophy consists of four main pillars: *Bejuluk Beadek* (self-esteem), *Nemui Nyimah* (responsibility), *Nengah Nyappur* (cooperation), and *Sakai Sambayan* (mutual support), which serve as guidelines for effective leadership (Kesuma & Ciciria, 2018). However, limited research has examined the application of these values in school leadership. Most existing studies focus on Western leadership models, which may not be fully applicable to Indonesia's diverse cultural context. This gap in research underscores the need for a more in-depth examination of how Piil Pesenggiri values can be effectively integrated into school leadership to enhance teacher performance, school culture, and overall educational quality.

This research aims to fill the gap in the existing literature by integrating Piil Pesenggiri's values into the leadership framework for school principals. By conducting a systematic literature review (SLR) using the PRISMA approach, the

study will synthesize existing research on cultural value-based leadership and highlight the importance of local wisdom in shaping effective school leadership. The inclusion of these values in leadership models is expected to provide a more contextual and culturally relevant approach to school management. Additionally, this research will provide new insights into how the traditional values of Piil Pesenggiri can contribute to the development of ethical, collaborative, and transformative leadership in schools.

The integration of local wisdom into leadership models is crucial for improving the quality of education in Indonesia. This research will provide valuable insights into the application of Piil Pesenggiri in school leadership, which can enhance the ethical and collaborative aspects of educational management. By incorporating cultural values into leadership, schools can foster a more inclusive, adaptive, and productive environment for both teachers and students. The findings of this study can inform policy reforms and contribute to the development of training programs that support the implementation of cultural value-based leadership in schools across Indonesia, ensuring its sustainability and effectiveness.

The article selection process is carried out in several stages under the PRISMA flow, namely: (1) identification of articles through database searches; (2) initial screening by reviewing the title and abstract to assess relevance to the topic; (3) full selection of texts by strictly applying inclusion and exclusion criteria; and (4) compiling a list of selected articles and eliminating duplication using Mendeley software. A total of 20 articles were finally selected for analysis. Based on the background above, the research question is as follows:

1. How is the Piil Pesenggiri philosophy implemented in the school principal's leadership?
2. What are the main values in Piil Pesenggiri that are relevant to the school principal's leadership style?
3. What are the perceptions of teachers and education staff regarding the implementation of Piil Pesenggiri in school leadership?
4. What is the impact of implementing Piil Pesenggiri values on school culture and school organizational performance?

RESEARCH METHOD

This research method uses the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) approach to ensure transparency and repeatability in the process of searching, selecting, and analyzing relevant literature. The purpose of this research is to explore and synthesize findings related to the application of the Piil Pesenggiri philosophy in school principal

leadership. The research was carried out in the form of a systematic literature review (Systematic Literature Review).

Inclusion criteria in this research include: (1) articles discussing school principal leadership and local values, especially Piil Pesenggiri or other local wisdom; (2) published within the last five years; (3) have gone through a peer-review process; and (4) are available in Indonesian or English. Exclusion criteria included articles that were not relevant to the theme of local cultural values-based leadership, did not contain empirical data or in-depth conceptual analysis, were not peer-reviewed, or were published outside the specified time.

Article searches were carried out through Google Scholar, Garuda, and other academic repositories, using keywords such as: "Piil Pesenggiri in school principal leadership", "local wisdom and educational leadership", "Lampung cultural values", and "culture-based leadership". Search filters were adjusted to display only articles published within the last five years and those that have undergone peer review.

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Data analysis was conducted using a thematic analysis approach to categorize findings based on four focused research questions. Each article is analyzed based on the method, research subject, and main results related to the integration of Piil Pesenggiri's philosophy in school principal leadership. Synthesis is carried out by comparing patterns, differences, and trends that emerge in the literature, resulting in a more comprehensive and evidence-based understanding of the topic.

RESULT AND DISCUSSION

Based on the literature that has been reviewed, there are 20 journal articles with research results that are almost related to the implementation of the Piil Pesenggiri philosophy in school principal leadership.

Table 1. Articles Reviewed

Researcher	Year	Research Title	Research result
Supriono et al.	2022	Building the Character of Madrasah Ibtidaiyah Students with the Lampung Piil Pesenggiri Tribal Philosophy Approach	Piil Pesenggiri as the foundation of character education.
Kristina & Sari	2024	The Role of Local Wisdom in Lampung	Piil Pesenggiri is important

		Piil Pesenggiri in the Character Education of Students in Lampung	if it is integrated into learning.
Palyanti et al.	2024	The Meaning of Piil Pesenggiri Values as Character Education in Indonesian Language Learning	Piil Pesenggiri is important in character education.
Handayani & Suparlan	2020	Implementation of Local Wisdom Values in Learning to Strengthen Character Education	Local values are effective in strengthening character.
Population	2021	Local Wisdom in Character Education: Study of the Values of Piil Pesenggiri in Lampung	Piil Pesenggiri as the root of culture-based character.
Setiawan & Nurhadi	2019	Multicultural Education and Local Wisdom: The Relevance of Piil Pesenggiri Values in the Formation of National Character	Piil Pesenggiri is relevant in multicultural education.
Putri & Wahyuni	2023	Integration of Local Cultural Values in Elementary School Learning	Local cultural values shape mutual cooperation and self-esteem.
Augustine	2022	Lampung Cultural Values in Forming the Character of the Young Generation	Local culture is relevant for the formation of adolescent character.
Judge	2023	The Relevance of the Pesenggiri Pillar to National Education Goals	Piil Pesenggiri supports the Pancasila student profile.
Rahmah & Widodo	2020	Local Culture Based Character Education: Comparative Study	Piil Pesenggiri is more strongly practiced in Lampung than other areas.
Rahmi et al.	2024	Principal Leadership Strategy in Implementing Character Education Based on Local Values	School principals integrate local values in vision, programs and evaluation.
Nuwa et al.	2023	Principal Leadership Based on Local Wisdom Values of the Sikka Krowe Ethnicity	Local values are deeply embedded in school leadership practices.
Rukayah	2020	Transformative Leadership Based on Local Culture	The principal as an agent of change through local culture.
Prasetyo et al.	2022	The Role of the Principal in Fostering a School Culture Based on Local Wisdom	Local culture enhances a positive school climate.
Shamsuddin & Huda	2021	Integration of Local Cultural Values in Principal Leadership in the Era of Globalization	The principal combines local values and global demands.
Fadillah & Hasanah	2023	Principal Leadership in Building Student Character Through Cultural Values	Cultural values as a tool for developing student character.
Iskandar	2018	School Principal Leadership Model Based on Local Wisdom	Locally based leadership increases discipline.
Nasution	2020	Religious Leadership and Local Culture in Building School Work Ethic	The combination of local and religious values

			fosters work enthusiasm.
Hasan	2019	The Influence of Local Culture on the Principal's Leadership Style	The cultural environment influences leadership style.
Yuliana & Faizal	2023	Teachers' Perceptions of Principal Leadership that Prioritizes Local Cultural Values	Local values-based leadership increases comfort and effectiveness.

How is the Piil Pesenggiri philosophy implemented in the school principal's leadership?

The implementation of the Piil Pesenggiri philosophy in school leadership is reflected through cultural values such as *nemui nyimah* (friendly and open), *sakai sambayan* (cooperation), *nengah nyappur* (adapting oneself), and *juluk adok* (maintaining dignity). Principals who internalize these values demonstrate a participative and communicative leadership style. Studies by Rahmi et al. (2024) and Syamsuddin & Huda (2021) highlight that the value of *nemui nyimah* strengthens communication between school leaders and the school community. Meanwhile, Prasetyo et al. (2022) and Nuwa et al. (2023) emphasized the importance of *sakai sambayan* in building a collective and collaborative spirit among teachers and staff. The value of *juluk adok*, as stated by Iskandar (2018), shapes the integrity and exemplary role of the principal, maintaining the school's image in the community.

However, the conceptual relevance of these values faces challenges in implementation. Astuti (2021) and Nuraini (2020) report that some principals struggle to fully grasp the meaning and application of Piil Pesenggiri in leadership contexts. Furthermore, the lack of leadership training based on local wisdom and the bureaucratic nature of the school management system present significant barriers. Suryana et al. (2019) argue for policies that support the integration of local values in the leadership system, and for strengthening principals' capacity to apply these cultural philosophies in effective leadership practices rooted in local contexts.

To realize leadership rooted in local wisdom values, the application of Piil Pesenggiri plays a strategic role in forming an inclusive and harmonious organizational culture. Principals who internalize *nemui nyimah* demonstrate a friendly, open, and communicative attitude, which, according to Meihan (2024), positively impacts relationships between leaders and the school community. This communicative approach not only facilitates the flow of information but also builds trust between teachers, staff, and students, creating a conducive environment for the development of each individual.

In addition, the *Sakai sambayan* value, which emphasizes cooperation, strengthens the collective and collaborative spirit within the school environment. Cooperation fosters active participation from all school elements, encouraging

the development of programs based on unity and shared goals. The value of sakai sambayan enables school principals to implement effective cooperation mechanisms that involve all stakeholders, ensuring that educational goals are achieved in an integrated manner (Fakhrurozi & Puspita, 2021).

The juluk adok value, which emphasizes maintaining dignity and integrity, plays a crucial role in shaping the principal's positive image in the community. Kurniawan (2019) shows that these values contribute to leadership that focuses not only on administrative performance but also on character and ethics, inspiring role models within the school. The integrity demonstrated through Juluk Adok strengthens the school's reputation, enhancing public trust in the institution.

Despite these positive aspects, challenges remain in implementing Piil Pesenggiri. Ridlo and Nugraha (2024) and Rochimat Nugraha & Rochimat (2024) suggest that some principals fail to fully understand the philosophy's application, hindering cultural change in leadership. Ulfah et al. (2024) advocate for policies that support the integration of local values into the leadership system, particularly through training and mentoring, to ensure that these cultural philosophies are effectively translated into daily practices. By combining the dimensions of communication, cooperation, and integrity, school principals can enhance school management and create adaptive learning environments that align with local social and cultural dynamics (Kesuma & Ciciria, 2018; Fakhrurozi & Puspita, 2021).

What are the main values in Piil Pesenggiri that are relevant to the school principal's leadership style?

The Piil Pesenggiri philosophy as the cultural identity of the Lampung people contains some main values that are very relevant to the principal's leadership principles, especially in building character, ethics, and social interaction in the educational environment. Based on a study of the articles analyzed, the value of nemui nyimah reflects an attitude of openness, friendliness, and effective communication, which supports transformational leadership. Meanwhile, the value of sakai sambayan resonates with the principles of collaborative and participatory work, which are the hallmarks of democratic and servant leadership, as noted by Prasetyo et al. (2022) and Hasbullah (2020).

In addition, the nengah nyappur value teaches the principal's ability to blend in, adapt, and be inclusive of various backgrounds of the school community, including diverse cultural and socio-economic backgrounds (Nuwa et al., 2023). The value of the nickname adok plays a role in maintaining the good name of the institution and the integrity of the school principal, which is very

closely related to a leadership style based on moral example. An article from Suryana et al. (2019) also emphasized that school principals who instill these values in leadership behavior and policies can create a positive school culture, full of respect, and oriented towards noble values. Therefore, the core values in Piil Pesenggiri are not only symbolic but can become a strong philosophical foundation for building contextual and meaningful leadership.

The philosophy of Piil Pesenggiri as a cultural identity of the Lampung people shows that the core values contained in it—including the values of *nemui nyimah*, *sakai sambayan*, *nengah nyappur*, and nickname *adok*—can be used as a philosophical foundation for the development of school principal leadership. The integration of these values in leadership practice is not only symbolic but also provides a contextual and meaningful foundation in facing challenges in an increasingly dynamic educational environment.

The values of *nemui nyimah*, which reflect openness, friendliness, and effective communication, are in line with the principles of transformational leadership. In the context of transformational leadership, school principals are required to be able to inspire, motivate, and direct all school members toward a common goal (Yulastuti et al., 2023). This approach has been proven to improve the quality of performance and optimize work morale in the educational environment, as revealed by research on transformational leadership in schools (Rosita & Iskandar, 2022; Sugiarto & Ahmad Farid, 2024). Therefore, implementing the value of *nemui nyimah* helps strengthen communication and foster a climate of trust that is conducive to innovation and learning.

Through the value of *sakai sambayan*, which emphasizes collaborative and participatory work, Piil Pesenggiri's philosophy adopts the principles of democratic and servant leadership. This leadership model encourages active participation from all elements of the school, including teachers, students and administrative staff, thereby creating an inclusive culture and a constructive diversity of ideas (Nasution, 2023). As a consequence, leadership practices based on *sakai sambayan* values have the potential to increase a sense of togetherness and strengthen the collective commitment to achieving the vision, mission, and goals of education (Sugiarto & Ahmad Farid, 2024).

Meanwhile, the *nengah nyappur* value teaches school principals to be able to blend in, adapt, and be inclusive of the diversity of cultures, backgrounds, and socio-economic conditions that exist in the school environment. The adaptation and inclusivity skills integrated in this leadership style facilitate the creation of a learning environment that is harmonious and responsive to current developments. This kind of inclusive leadership approach allows school leaders to handle differences positively and utilize diversity as capital for educational innovation (Rosita & Iskandar, 2022).

Finally, the value of the nickname adok has a crucial role in maintaining the good name of the institution as well as the integrity and moral ethics of the school principal. By instilling exemplary moral values, school principals not only create a trustworthy leadership image but also build a school culture that respects noble values and professional ethics (Yuliasuti et al., 2023). The implementation of a leadership style based on moral example has been proven to contribute to improving organizational performance and developing the character of school residents, thereby fostering an educational environment that is full of respect and oriented towards mutual achievement (Sugiarto & Ahmad Farid, 2024).

Overall, the integration of the values of *nemui nyimah*, *sakai sambayan*, *nengah nyappur*, and *juluk adok* is a concrete manifestation of the application of the *Piil Pesenggiri* philosophy to the leadership of school principals. By imbuing and implementing these values, school principals can play a strategic role in forming an educational culture that is inclusive, innovative, and has integrity, while adapting to the increasingly complex dynamics of change in the modern era.

What are the perceptions of teachers and education staff regarding the implementation of *Piil Pesenggiri* in school leadership?

The values in *Piil Pesenggiri* play a significant role in shaping and strengthening the character of school principals as leaders who are moral, have integrity and are oriented toward societal values. Characters such as honesty, a sense of responsibility, self-confidence, and social sensitivity can grow strong if the school principal consistently applies values such as nickname adok and *sakai sambayan*. Studies by Iskandar (2018) and Nuraini (2020) reveal that school principals who uphold the values of honor and cooperation can show wise firmness in decision-making, as well as being role models for teachers and students in maintaining ethics and discipline.

Furthermore, the *nengah nyappur* value helps school principals become adaptive leaders who are easily accepted by various elements of the school, thereby forming a flexible and communicative character. Meanwhile, meeting *nyimah* trains school principals to be open to criticism and input, and able to provide care with empathy and politeness, as emphasized in Prasetyo et al.'s research. (2022) and Astuti (2021). These values not only shape the principal's attitude, but also strengthen the legitimacy of his leadership in the eyes of the school community and community. In this way, *Piil Pesenggiri* becomes the foundation for leadership character that not only functions within the formal structure but is also rooted in the cultural and social values that live in the school environment.

The discussion regarding the role of the values in Piil Pesenggiri in shaping the character of school principals as leaders who are moral, have integrity, and are oriented towards social values can be analyzed from several aspects. First, Piil Pesenggiri is a collection of local wisdom values that have long been the identity of the Lampung people and function as the basis for social norms that bind interactions between people. Perdana stated that these local values not only act as a reference for life in the modern era but also as strategic cultural capital (Perdana et al., 2022). In the context of leadership, a cultural identity that is strengthened through values such as nickname adok and sakai sambayan encourages school principals to apply honesty, responsibility, self-confidence, and social sensitivity. This is in line with research findings by Arifin which show that Piil Pesenggiri as identity politics can strengthen the social role of leaders through the application of harmonious values in social life (Arifin, 2020).

Furthermore, the consistent application of these values in leadership actions provides a strong moral foundation in decision-making. School principals who apply mottos such as the nickname adok and sakai sambayan show firmness in every decision and can be role models for teachers and students in terms of ethics and discipline. Although not explicitly outlined by the available candidate references, this conceptual foundation is in line with Perdana's findings as well as the identity discourse presented by Arifin (Arifin, 2020; Perdana et al., 2022).

On the other hand, the value of meeting nyimah trains school principals to be open to criticism and input, and able to provide care with empathy, politeness, and openness. Systematic implementation of this value not only contributes to the formation of an open and responsive personal attitude but also supports the creation of an inclusive and communicative school environment. The integration between the values of nengah nyappur and nemui nyimah produces a leadership that is not only formal but also rooted in the cultural values that live in society. This strengthens the position of the school principal as a figure who is respected and has high legitimacy in building the school's organizational culture.

In this way, Piil Pesenggiri becomes a strategic foundation that offers a values framework to strengthen the leadership character of school principals. Consistent application of these values in daily life and the decision-making process is the key to realizing leadership that is moral, integrative, and responsive to social dynamics. This not only improves the performance of educational institutions but also fosters a culture of cooperation and closeness between leaders and the entire school community, as interpreted through the rich local wisdom of the Lampung people (Arifin, 2020; Deviana et al., 2024; Perdana et al., 2022; Wibisono et al., 2021)

What is the impact of implementing Piil Pesenggiri values on school culture and school organizational performance?

The integration of the Piil Pesenggiri philosophy in the leadership practices of school principals has various strategic opportunities, especially in forming a school culture that is rooted in local values and national character. Values such as sakai sambayan and nemui nyimah have great potential to strengthen social relations and collaborative work between school principals, teachers, students, and the community. Research by Prasetyo et al. (2022) and Rahmi et al. (2024) shows that schools that adopt local values tend to be more adaptive to environmental needs and are stronger in building public trust. Apart from that, the value of the nickname adok opens up space for school principals to shape the image and character of an institution that is dignified and respected, as found by Iskandar (2018) and Hasbullah (2020).

However, implementing this philosophy also faces several challenges. One of the main challenges is the lack of in-depth understanding from school principals regarding the essence of the Piil Pesenggiri philosophy itself. Many school principals, especially those from outside Lampung culture, experience difficulties in internalizing and implementing these values authentically (Suryana et al., 2019; Astuti, 2021). In addition, the pressure of a highly administrative and standardized education system means that the space for local wisdom-based leadership practices is limited.

The integration of Piil Pesenggiri's philosophy into the principal's leadership practices presents a strategic paradigm that not only brings the school closer to local values but also strengthens the organizational culture holistically. This philosophy, which contains essential values such as sakai sambayan, nemui nyimah, nengah nyapur, and bejuluk adok, offers a framework that can support the creation of close social relations between school principals, teachers, students, and the wider community (Baharudin & Luthfan, 2020; Kurnaedi, 2020). Through the application of these values, school principals have the opportunity to build a school culture that is adaptive, responsive to environmental dynamics, and has a depth of local wisdom that can carve out national character and a dignified institutional reputation (Ansyari, 2022; Baharudin & Luthfan, 2020).

Practically, the sakai sambayan values which prioritize togetherness and collaboration encourage the formation of solid teamwork and warm relationships between school elements. Likewise, the value of meeting nyimah instills a spirit to embrace differences, as reflected in efforts to resolve conflicts peacefully in the school environment (Suwardi & Dinata, 2021). Research that integrates Lampung culture into the learning process, as described by Darwanto, further confirms the potential of Piil Pesenggiri values in facilitating the process

of internalizing moral and ethical values. The implementation of these values is also in line with recommendations for strengthening character education through cultural values so that school principals have a strong foundation in forming an institutional identity that is authentic and relevant to the local cultural context (Ansyari, 2022; Darwanto et al., 2020)

However, implementing this philosophy is not without several challenges. One of them is the lack of in-depth understanding of some school principals, especially those from outside the Lampung cultural realm, where understanding of the original essence of Piil Pesenggiri values is often minimal (Baharudin & Luthfan, 2020; Kurnaedi, 2020). These limitations are exacerbated by the pressure of a standardized and administrative education system so that the space for implementing leadership based on local wisdom is limited. This condition requires policy support, training, and professional development programs that specifically prioritize understanding local cultural values. Thus, the synergy between the internal efforts of school principals, and teachers, and support from the local government is crucial to optimizing the integration of the Piil Pesenggiri philosophy in school leadership practices (Suwardi & Dinata, 2021).

Furthermore, the challenges and opportunities for implementing the integration of local values in education not only have implications for the internal aspects of schools but also have a strategic role in building public trust and shaping the nation's character as a whole. Studies on the integration of cultural values in the education system reveal that schools that can respond to environmental conditions and internalize local wisdom tend to be more innovative and adaptive to socio-cultural dynamics (Baharudin & Luthfan, 2020; Darwanto et al., 2020). For this reason, the synergy between strengthening local authentic values and educational policy reform is the key to building educational institutions that are not only academically dignified but also culturally and socially (Ansyari, 2022).

CONCLUSION

The Piil Pesenggiri philosophy has a significant contribution to shaping and strengthening the leadership of school principals, especially in the context of local wisdom-based education. Core values such as *nemui nyimah* (friendly and open), *sakai sambayan* (cooperation), *nengah nyappur* (adapting oneself), and *juluk adok* (maintaining honor) not only represent the cultural identity of the Lampung people but can also be truly integrated into leadership practices that are collaborative, inclusive, and have integrity. These values can strengthen the character of the principal in carrying out his managerial and social functions at school. Even though its implementation still faces challenges such as a lack of understanding and limited training based on local culture, the opportunity to

make Piil Pesenggiri a contextual leadership foundation is very open. Therefore, school principals need to internalize these local values in their leadership and encourage educational policies that integrate local wisdom in school leadership development.

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