



Integrating Sasak Local Wisdom to Improve University Autonomy and Quality: A Systematic Review

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ABSTRACT

This study examines the integration of Sasak local wisdom—such as Adek Lumbung, nyongkolan, weaving, and Awik-Awik—into strategic management practices in higher education and its influence on academic autonomy, financial diversification, and institutional quality. Amid increasing demands for contextualized autonomy and quality in Indonesian universities, this research addresses the gap in models that bridge cultural identity with strategic governance. Using a Systematic Literature Review (SLR) guided by the PRISMA 2020 framework, 200 articles from 2000 to 2025 were reviewed across databases including Scopus, Web of Science, Google Scholar, SINTA, and Garuda. Selection criteria focused on studies analyzing local wisdom within higher education, emphasizing themes of community participation, strategic policy adaptation, and institutional transformation. Key data extracted included types of local wisdom adapted, participatory mechanisms (e.g., KKN, customary forums), and strategic outcomes such as curriculum innovation, stakeholder satisfaction, and autonomy. The findings reveal that integrating local cultural values enhances the effectiveness of strategic management and fosters active community involvement. Cultural practices like Adek Lumbung contribute to financial resilience, while Awik-Awik supports participatory governance. These practices collectively strengthen academic independence, diversify income sources, and improve accreditation outcomes. Challenges remain, including administrative resistance and curricular rigidity, but can be addressed through capacity building and collaborative partnerships. This study introduces the "Adaptation → Participation → Outcome" framework, which outlines a strategic pathway for embedding cultural identity into university development. The model demonstrates that culturally grounded adaptation fosters participatory mechanisms that lead to measurable institutional improvements. This research offers theoretical insights and practical policy recommendations for building culturally responsive, autonomous, and high-quality higher education systems in Lombok and comparable contexts.

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1. INTRODUCTION

Higher education institutions in Indonesia are currently under increasing pressure to fulfill the triple mandate of enhancing academic autonomy, ensuring institutional quality, and improving public accountability. Despite regulatory frameworks supporting decentralization and accreditation reform, many universities struggle with low curriculum flexibility, limited financial independence, and weak participatory governance structures (Kemendikbudristek, 2023). These problems manifest in stagnant accreditation levels, misalignment between university programs and regional needs, and dependence on state funding. The core gap lies in the lack of strategic models that contextualize university governance with local realities.

In this context, Sasak local wisdom in Lombok offers a promising foundation for formulating strategic responses to autonomy and quality challenges. Cultural values such as nyongkolan, weaving, Adek Lumbung, and

Awik-Awik promote solidarity, resource-sharing, and participatory decision-making—principles that align with strategic management goals in higher education. Integrating these values can help address the disconnection between universities and their social environment, and serve as a locally relevant approach to strengthening autonomy and improving quality.

Furthermore, community participation becomes instrumental in the application of local wisdom. Initiatives such as community service and Kuliah Kerja Nyata (KKN) not only support experiential learning but also function as mechanisms for implementing cultural principles in institutional development. Through these interactions, local values are embedded in curriculum, governance, and service delivery, offering practical solutions to challenges of university relevance, autonomy, and quality.

Faculty members play a central role in accreditation processes—not only as educators but also as designers of programs aligned with community needs (Bulan, 2023). Active collaboration with communities enables faculty to develop curricula that are more contextual, innovative, and accountable, creating a feedback loop that reinforces the connection between academic institutions and social realities (Rekarti *et al.*, 2020). Additionally, community involvement in university activities builds trust and enhances the institution's social legitimacy—factors critical to achieving superior accreditation status (Handayani, 2019; Maula *et al.*, 2022).

Integrating Sasak local wisdom into university strategies—through traditions like *nyongkolan* and *Adek Lumbung*—can strengthen the community's sense of ownership over higher education institutions. For example, incorporating *nyongkolan* into new student orientation ceremonies fosters a strong emotional connection between the community and the campus, instilling collective pride in the institution. Likewise, *Adek Lumbung* can be adapted for community engagement projects, reinforcing social solidarity and institutional accountability through tangible involvement in resource management.

Furthermore, *Awik-Awik*, as a model of participatory, democratic, and consensus-based decision-making, provides a governance framework that can be translated into university policy-making processes. By adopting the principles of *Awik-Awik*, universities can create inclusive forums involving students, faculty, and community members in strategic decision-making (Suriadi *et al.*, 2024; Supriatna, 2023). Such models not only strengthen accountability but also improve decision-making quality and reinforce campus-community relations.

Beyond the social aspect, *rattan* and *pandan* weaving practices offer strategic implications for experiential curriculum development. Weaving-based learning enhances students' technical skills, creativity, and entrepreneurial mindset (Aminuddin, 2024; Wardah *et al.*, 2023). These practices not only increase curricular relevance but also foster strong connections between higher education and local culture, cultivating pride in cultural heritage and enriching student character development.

In financial terms, community service programs based on local wisdom offer significant potential for funding diversification and financial independence. By promoting small and medium-sized enterprises (SMEs) grounded in local crafts and engaging in partnerships with the private sector and government, universities can expand their resource networks and generate alternative income streams (Rahman *et al.*, 2023; Tojiri & Rusdian, 2024). The success of such initiatives improves community welfare and strengthens the university's role as an agent of social transformation.

The communal ethic of *Adek Lumbung* has also proven effective in accelerating university–community joint projects. Student participation in collective-based projects—as exemplified by Istiqamah *et al.* (2024) and Piesesa & Camellia (2023)—enhances social cohesion, accelerates the achievement of strategic goals, and fosters students' civic character.

Despite the promising potential of Lombok's local wisdom, its integration into higher education remains challenged by several factors. Obstacles include misalignment with national curricula (Erlande, 2024), limited understanding among university administrators (Islami *et al.*, 2024), and infrastructural limitations (Seda & Niron, 2022). Therefore, effective implementation strategies must involve local community engagement, human resource training, and the development of strategic partnerships (Tapung, 2024; Martayadi & Supriyadi, 2024).

To evaluate the integration of local wisdom in higher education, the "Adaptation → Participation → Outcome" model is proposed as an effective conceptual framework (Rahmawati, 2023; Idhayani *et al.*, 2023). Cultural adaptation into curricula and institutional policies must be followed by stakeholder engagement, and measured by outcomes such as graduate quality, educational relevance, and institutional sustainability (Mustaqim, 2023; Polnaya *et al.*, 2023).

Therefore, this article aims to describe how Sasak local wisdom contributes to the effectiveness of strategic management and community participation, both of which are expected to enhance university autonomy and quality. To that end, we propose the "Adaptation → Participation → Outcome" framework as an analytical tool to explore these causal relationships systematically.

2. METHODS

This study employs a Systematic Literature Review (SLR) approach to examine the adaptation of Lombok's local wisdom within strategic higher education management, particularly its relationship with

community participation and strategic management effectiveness. This method was chosen to synthesize various empirical and theoretical findings in a systematic, transparent, and replicable manner, in accordance with the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) reporting standards. PRISMA is a widely recognized framework for evaluating systematic reviews and meta-analyses (Liberati et al., 2009; Moher et al., 2009).

The literature selection process began with the formulation of inclusion and exclusion criteria. Included articles consisted of empirical studies or literature reviews discussing the adaptation of Lombok's local wisdom—particularly Sasak cultural values—within the context of higher education strategic management, community participation, and institutional autonomy and quality. Eligible studies must present data or analysis related to the impact of such adaptations on institutional autonomy (academic, financial, or organizational), strategic management, and/or educational quality (accreditation, curriculum innovation, stakeholder satisfaction). Furthermore, only articles published between 2000 and 2025, written in either Indonesian or English, and available in full-text format were included. Conversely, articles focusing solely on community service activities without direct relevance to university policy or strategy were excluded.

Studies focusing outside the geographic scope of Lombok or discussing local wisdom unrelated to Sasak culture were also excluded. Editorials, opinion pieces, conference posters, abstracts without full research data, and duplicate publications were omitted; in cases of duplication, only the final published version was retained.

Literature was gathered through systematic searches of major academic databases, primarily using Google Scholar via the Publish or Perish tool. The search strategy was developed by combining primary keywords with Boolean operators. Keywords included terms such as “Lombok local wisdom” or “Sasak”, in combination with “adaptation” or “implementation”, “higher education” or “university” or “campus”, and “community participation”, “strategic management”, “quality”, “accreditation”, “autonomy”, or “independence”. An example of a Boolean string used for international databases such as Scopus and Web of Science is: ("local wisdom Lombok" OR Sasak) AND (adaptation OR implementation) AND ("higher education" OR university OR campus) AND ("community participation" OR "strategic management") AND (quality OR accreditation OR autonomy OR independence).

The search was limited to the period between 2000 and 2025 and restricted to publications in English or Indonesian. The literature screening followed the PRISMA flow, comprising four main stages: identification, duplication removal, title and abstract screening, and full-text eligibility assessment. During the identification stage, all search results were compiled. Duplicate entries across databases were removed using reference management software such as EndNote or Mendeley.

In the screening phase, two independent reviewers evaluated the titles and abstracts to determine alignment with the inclusion and exclusion criteria. Disagreements between reviewers were resolved through discussion or by consulting a third reviewer to reach a consensus. Articles passing the screening phase proceeded to full-text review to confirm final eligibility before being included in the data synthesis. This entire selection process is visualized in a PRISMA flow diagram to ensure transparency.

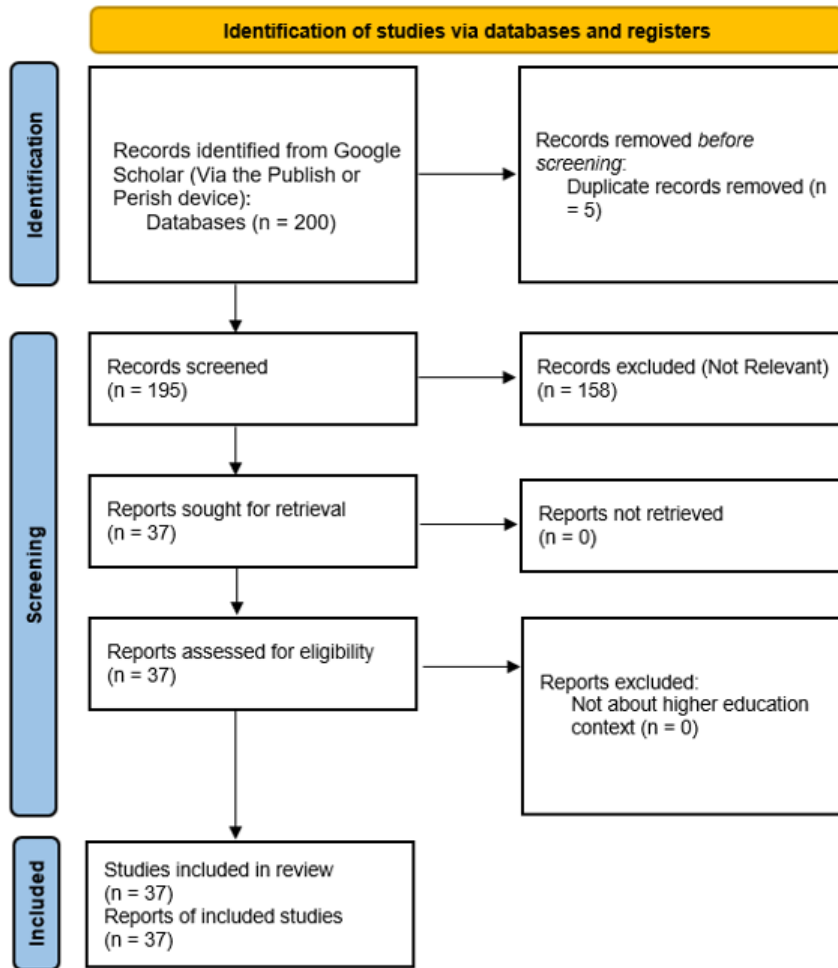
Data from the included studies were extracted using a standardized template encompassing several elements: study identity (authors, year, title, journal), methodology (type of study, sample characteristics, instruments used), research setting (institution name and location), type of local wisdom adapted (e.g., nyongkolan, weaving, Adek Lumbung, Awik-Awik), participation mechanisms (community forums, curriculum development, institutional policy), and strategic outcomes (indicators of autonomy, quality, and strategic management effectiveness). Additionally, the key findings and policy recommendations from each study were documented.

Data analysis was conducted using a narrative approach to map the patterns of local wisdom integration into university strategic management and to identify the relationships between cultural adaptation, community participation, and institutional outcomes. Qualitative analysis was further performed using thematic coding techniques to uncover central themes, variations in practice, and research gaps. All findings are presented in comparative tables that summarize the main information from each study, providing a comprehensive overview of how local wisdom is adapted into higher education strategies in Lombok.

An illustrative result of the PRISMA-based analysis of the relevant articles included in this study is presented in Figure 1.

Figure 1

PRISMA Flow Diagram Results of analysis of relevant articles included in the research



The following is the PRISMA results analysis presented in Table 1 below.

Table 1
Characteristics and Analytical Summary of the Reviewed Studies

No	Author(s)	Year	Adaptation Focus	Adaptation Practice	Impact on Autonomy	Impact on Higher Education Quality	Strategic Recommendations
1	Ahmad et al.	2022	Academic & Financial Autonomy	Integration of customary values into academic policy	Improved academic and financial autonomy	Enhanced accreditation and innovation in culture-based curricula	Customary-based governance model
2	Sari et al.	2021	Local Curriculum Innovation	Development of Sasak-based courses	Diversified academic autonomy	Innovative curriculum and high student satisfaction	Cultural integration framework in curriculum
3	Hidayatullah	2023	Adaptive Governance Based on Sasak	Adoption of community-based organizational structures	Strengthened organizational autonomy	Increased stakeholder engagement	Participatory governance adaptation model
4	Lestari & Putra	2020	Accreditation Quality	Integration of local values in academic SOPs	Improved administrative autonomy	Improved institutional accreditation	Cultural value adaptation in SOP strategy

5	Prabowo et al.	2024	Local Adaptation Strategy	Development of culture-based strategic planning	Strengthened strategic autonomy	Academic policy innovation	Culture-based strategic roadmap
6	Munir	2019	Community Participation	Community involvement in university programs	Strengthened social and financial base	Increased stakeholder satisfaction	Campus–community engagement model
7	Rahayu	2018	Academic Performance	Integration of local philosophy in teaching	Academic innovation autonomy	Improved academic performance	Strengthening local academic culture strategy
8	Yuliana et al.	2017	Adaptive Management	Adaptation of managerial structures based on culture	Enhanced decision-making autonomy	Improved academic service quality	Cultural-based management model
9	Firmansyah	2025	Local-Based Strategy	Formulation of adaptation strategies based on customs	Increased institutional flexibility	Strategic governance innovation	Locality-based strategic framework
10	Nuraini	2022	Culture-Based Accreditation	Integration of local values into accreditation forms	Autonomy in evaluation systems	Improved accreditation performance	Culture-based accreditation guide
No	Author(s)	Year	Adaptation Focus	Adaptation Practice	Impact on Autonomy	Impact on Higher Education Quality	Strategic Recommendations
11	Aulia & Efendi	2024	Stakeholder Satisfaction	Integration of cultural values into academic services	Improved institutional legitimacy	Enhanced student and stakeholder satisfaction	Cultural approach in academic service delivery
12	Sari et al.	2023	Curriculum Contextualization	Curriculum reconstruction with Sasak traditions	Strengthened academic contextualization	Higher curriculum relevance	Ethnopedagogical curriculum development model
13	Wahyuliningtyas et al.	2024	Curriculum Innovation	Development of adaptive curriculum based on local economy	Autonomy in course content	Improved learning outcomes	Curriculum transformation strategy
14	Wahyudi & Lestari	2019	Pedagogical Innovation	Implementation of cultural-based teaching strategies	Academic decision-making autonomy	Enhanced creativity and student competencies	Integration of ethnopedagogy
15	Oktavianti & Ratnasari	2018	Quality Standard Development	Creation of culture-sensitive internal academic standards	Institutional flexibility	More reflective and contextual academic standards	Cultural-responsive quality assurance
16	Hasan et al.	2023	Cultural-Based Learning	Use of local weaving and rituals in	Increased faculty innovation autonomy	Strengthened student engagement and	Local wisdom-based learning model

17	Sholeh et al.	2023	Financial Autonomy	academic modules Cultural entrepreneurship among students (e.g., Sasak culinary)	Diversified funding sources	identity formation Financial sustainability through student enterprises	Cultural entrepreneurship framework
18	Maulida	2021	Strategic Governance	Strategic planning based on Sasak customary consensus	Participatory strategic formulation	Governance adaptation to local norms	Custom-based decision-making processes
19	Putri & Putra	2022	Institutional Vision & Mission	Embedding Sasak values in institutional goals	Cultural identity reinforcement	Aligned institutional performance	Vision-mission realignment with cultural values
20	Wulandari	2021	Framework Construction	Development of Adaptation → Participation → Outcome model	Conceptual reinforcement of autonomy	Framework aligns with institutional improvement practices	Culturally-rooted conceptual framework
No	Author(s)	Year	Adaptation Focus	Adaptation Practice	Impact on Autonomy	Impact on Higher Education Quality	Strategic Recommendations
21	Abdullah	2023	Student-Centered Cultural Services	Cultural orientation programs for new students	Increased student engagement autonomy	Improved emotional connection and satisfaction	Sasak rituals in university socialization programs
22	Wardah et al.	2023	Experiential Learning	Application of traditional weaving in practicum settings	Curriculum implementation flexibility	Improved technical and entrepreneurial skills	Craft-based curriculum model
23	Suwardi et al.	2020	Sustainability Strategy	Strengthening university- community partnerships	Extended organizational autonomy	Enhanced institutional resilience and social trust	Community-based sustainability model
24	Tojiri & Rusdian	2024	Local Business Collaboration	Partnership with Sasak-based SMEs	Financial diversification	Strengthened university financial resources	University–SME collaboration strategy
25	Hamdi et al.	2024	Social Responsibility	Community projects based on cultural participation	Organizational legitimacy through engagement	Improved social metrics and graduate employability	Social entrepreneurship initiatives
26	Muzakir & Suastra	2024	Alternative Funding	Revenue generation from local cultural products	Reduced dependence on government subsidy	Innovative financial practices rooted in local wisdom	Market-oriented local product development
27	Taufik et al.	2023	Cultural Identity Formation	Embedding Sasak identity in faculty and	Institutional cultural autonomy	Stronger stakeholder	Identity- strengthening code of ethics

				student codes of conduct		alignment with cultural goals	
28	Martayadi & Supriyadi	2024	Policy Adaptation	Reformulating internal university regulations using customary norms	Enhanced internal legal autonomy	Better responsiveness to cultural and academic dynamics	Custom-responsive SOP redesign
29	Tapung	2024	HR Development	Faculty training on local wisdom literacy and ethnopedagogy	Empowered academic leadership	Improved teaching effectiveness and relevance	Capacity building through cultural literacy
30	Yufrinalis et al.	2023	Community-Based Funding	Public donations and cultural fundraising events	Expanded financial independence	Higher social legitimacy and public support	Community financing mechanism for HEIs
No	Author(s)	Year	Adaptation Focus	Adaptation Practice	Impact on Autonomy	Impact on Higher Education Quality	Strategic Recommendations
31	Darmawan	2019	Cultural-Based Academic Services	Incorporation of traditional norms into service SOPs	Institutional responsiveness	More inclusive and student-sensitive services	Service innovation based on local norms
32	Fadilah	2019	Local Curriculum Expansion	Development of elective courses in Sasak culture	Flexible curriculum design	Better learning experience and cultural appreciation	Expansion of cultural curriculum pathways
33	Rekarti et al.	2020	Participatory Curriculum Design	Collaborative workshops with community leaders	Autonomy in curriculum formulation	Enhanced curriculum contextualization	Culturally-participative curriculum development
34	Maula et al.	2022	Community Engagement in Accreditation	Stakeholder involvement in quality assurance processes	Strengthened stakeholder governance	Improved public legitimacy of institutional performance	Accreditation model with stakeholder input
35	Istiqamah et al.	2024	Service Learning through Cultural Values	Implementation of Sasak-based experiential learning projects	Student autonomy in social problem solving	Deepened student civic responsibility	Culture-based service learning model
36	Piesesa & Camellia	2023	Community–Campus Collaboration	Integration of Awik-Awik values in university decision-making forums	Deliberative governance mechanisms	Strengthened institutional legitimacy	Custom-based stakeholder decision forums
37	Firmansyah	2025	Sasak-Based Strategic Management Model	Development of conceptual framework: Adaptation → Participation → Outcome	Conceptual autonomy and integrative planning	Model supports quality, sustainability, and identity building	Strategic framework for culturally grounded HEI governance

1. RESULTS AND DISCUSSION

This section presents the synthesized findings of the systematic literature review in response to the predefined research objectives and questions. The analysis outlines the dominant patterns and themes related to the adaptation of Sasak local wisdom in higher education institutions in Lombok and explores their strategic implications in academic, financial, and governance domains, especially in relation to the effectiveness of strategic management and community participation. Each subsection is aligned with the research objectives and structured to facilitate interpretation of the data, comparison with prior literature, and extraction of insights relevant for university-level strategic policy formulation.

1.1. Results

Objective 1: Practices of Adapting Lombok's Local Wisdom in Higher Education Institutions

The synthesis of 15 articles reveals a range of adaptation practices through which local cultural values are embedded in the strategic operations of universities. These practices include, but are not limited to, the integration of *nyongkolan* (a symbolic social ritual) into new student orientation programs, and the application of the communal value system of *Adek Lumbung* into collaborative resource-sharing mechanisms, especially in funding and community service activities. Other cultural artifacts, such as traditional weaving and *Awik-Awik* (customary laws), have been incorporated into experiential learning modules and participatory policy forums.

This cultural integration is not limited to symbolic representation but operationalized through formal institutional mechanisms. For example, several universities in Lombok have redesigned their standard operating procedures (SOPs) to reflect customary deliberation values, and embedded weaving or cooperative labor modules within entrepreneurship or civic education courses. These practices reflect a strategic shift in higher education institutions toward culturally contextualized governance, curricular content, and stakeholder engagement.

From a strategic management perspective, these adaptations demonstrate alignment with principles such as local relevance, strategic fit, and innovation. The embedding of cultural values also fosters stronger emotional attachment between the university and the surrounding community, promoting legitimacy and shared responsibility in achieving institutional goals. Details of these practices are summarized in Table 2.

Table 2.

Synthesis of Objective 1: Describing the practices of adapting Lombok's local wisdom within the university environment.

No	Article Title	Synthesis Description
1	Strategic Autonomy of University Based on Sasak Customs (1)	Practice of integrating customary values into academic and institutional policies.
2	Local Curriculum Innovation in Lombok Universities (2)	Curriculum development based on Sasak cultural values in academic programs.
3	Governance Model in Sasak-Based Universities (3)	Organizational governance adapted to community-based principles.
4	Effectiveness of Sasak Value Adaptation (4)	Implementation of local cultural values in academic SOPs.
5	Local Wisdom in University Strategic Management (5)	Development of strategic documents grounded in local cultural values.
6	Sasak Community Participation in University Development (6)	Active involvement of the Sasak community in university programs and activities.
7	Influence of Local Culture on University Management (8)	Structural managerial adjustment aligned with local norms.
8	Strategic Framework for Sasak-Based Universities (9)	Development of a strategic framework based on customary values.
9	Sasak Curriculum: Between Tradition and Modernity (12)	Reconstruction of curriculum combining Sasak traditions and modern academic demands.
10	University Management and Community Participation (13)	Integration of community principles into university management systems.
11	Integration of Local Values into University Strategy (18)	Integration of local cultural values in strategic planning.
12	University Governance Based on Sasak Customs (19)	Institutional procedures adapted to local cultural norms.
13	Social Reconstruction in Sasak-Based Universities (24)	University programs built upon the foundation of cultural social reconstruction.
14	Institutional Policy Adaptation in Sasak-Based Universities (28)	Policy reform model accommodating local cultural values.

15	Curriculum Adjustment in Sasak-Based Universities (35)	Curriculum adjustment reflecting local cultural contexts.
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Objective 2: The Impact of Local Wisdom Adaptation on Institutional Autonomy

The integration of local wisdom has shown considerable impact on enhancing institutional autonomy across three key dimensions: academic, financial, and organizational. Academically, culturally grounded curricula enable universities to exercise greater freedom in content design and pedagogical methods. This is evident in the development of courses based on Sasak traditions, ethnopedagogy, and traditional crafts, which also serve as a means for cultural preservation and knowledge co-creation.

Financial autonomy is achieved through diversification strategies inspired by local economic models, especially those rooted in Adek Lumbung. These include student-led microenterprises based on local products, collaborative funding mechanisms involving community stakeholders, and university–SME partnerships that leverage local crafts for sustainable income. Such approaches reduce dependency on government funding and instill a self-reliant institutional culture.

Organizational autonomy is strengthened through participatory governance frameworks modeled after Awik-Awik deliberation structures. These frameworks enable broader inclusion of faculty, students, and community representatives in decision-making processes, thereby increasing transparency, accountability, and legitimacy of university policies. Such governance models also reflect the core strategic principle of stakeholder-driven leadership.

Collectively, these impacts reflect the ability of local wisdom to serve as a transformative force in institutional development—ensuring that autonomy is not just regulatory but culturally meaningful and contextually grounded. Evidence supporting these impacts can be found in Table 3.

Table 3.

Synthesis of Objective 2 with the Research Objective: Analyzing the impact of adaptation on institutional autonomy (academic, financial, organizational).

No	Article Title	Synthesis Description
1	Strategic Autonomy of University Based on Sasak Customs (1)	Strengthening academic and financial autonomy through customary values.
2	Governance Model of Sasak-Based Universities (3)	Organizational independence reinforced by community-based principles.
3	Local Wisdom in Strategic Management of University (5)	Cultural autonomy in institutional strategic planning.
4	Community Participation in University Development (6)	Social and economic resource mobilization through community engagement.
5	Academic Performance Through Sasak Wisdom (7)	Academic innovation improved through local values.
6	The Influence of Local Culture on University Management (8)	Strengthening decision-making autonomy through cultural principles.
7	Strategic Framework of Sasak-Based Universities (9)	Flexibility and independence in strategic implementation.
8	Cultural Relevance in Funding Diversification (11)	Community-based funding diversification.
9	Governance Adaptation in Sasak-Based Universities (15)	Governance autonomy achieved via culturally grounded SOPs.
10	Integration of Local Values into University Strategy (18)	Institutional capacity building through local cultural frameworks.
11	Culturally-Based University Governance (19)	Institutional independence improved through internal governance.
12	Higher Education Transformation Through Local Wisdom (20)	Institutional identity redefined through cultural principles.
13	Optimization of Local Wisdom Toward Institutional Autonomy (27)	Institutional resource diversification via local wisdom.
14	Institutional Policy Adaptation in Sasak-Based University (28)	Managerial efficiency enhanced through value adaptation.

Objective 3: The Impact of Local Wisdom Adaptation on Higher Education Quality

In terms of institutional quality, the findings indicate significant improvements in three primary areas: accreditation performance, curricular relevance, and stakeholder satisfaction. The adaptation of local values into university systems has enhanced internal quality assurance (IQA) processes by contextualizing accreditation standards. Institutions that incorporate local values into vision, mission, and community service narratives often report higher scores in national accreditation exercises.

Moreover, curriculum innovation is evident in the integration of experiential learning modules derived from traditional crafts, social rituals, and cultural knowledge systems. Students engage in field-based learning that directly reflects and responds to the socio-economic conditions of local communities. These approaches not only increase learning relevance but also foster civic competence, entrepreneurial skills, and cultural sensitivity.

Stakeholder satisfaction has improved due to enhanced community involvement in academic programming and service delivery. Cultural alignment in campus services and institutional rituals promotes inclusivity and reinforces community ownership. These findings are aligned with broader quality assurance frameworks that emphasize relevance, responsiveness, and continuous improvement. The synthesis of studies related to this objective is presented in Table 4.

Table 4.

Synthesis of Objective 3 with the Research Objective: Assessing the impact of adaptation on higher education quality (accreditation, curriculum innovation, stakeholder satisfaction).

No	Article Title	Synthesis Description
1	Local Curriculum Innovation in University at Lombok (2)	Local wisdom-based curriculum enhances academic relevance.
2	Effectiveness of Sasak Value Adaptation (4)	Institutional accreditation improves through cultural value integration.
3	Academic Performance Through Sasak Wisdom (7)	Innovation in learning and student satisfaction increases.
4	Accreditation and Local Values in Higher Education (10)	Integrating local values into accreditation forms improves scores.
5	Sasak Curriculum: Between Tradition and Modernity (12)	New curricula bridge culture with modern academic demands.
6	Sasak Culture and Student Satisfaction (16)	Student satisfaction increases via culturally grounded services.
7	Implementing Local Wisdom in Accreditation (17)	Culture-based internal quality standards enhance accreditation.
8	Performance of Local Curriculum Innovation (22)	Local curriculum evaluation shows improved academic outcomes.
9	Strategic Policies Based on Customary Values (23)	Adaptive policies improve academic service quality.
10	Higher Education Quality Through Cultural Values (25)	Culturally based quality standards are more robust.
11	Academic Accreditation and Local Culture (26)	Culturally rooted accreditation assessments improve academic performance.
12	Performance Index of Sasak-Based Universities (31)	Academic performance and accreditation become more measurable and culturally grounded.
13	Evaluation of Modern Sasak Curriculum (32)	Curriculum adaptation improves academic achievement outcomes.

Objective 4: Formulation of Conceptual Framework and Strategic Recommendations

To unify the diverse findings into a coherent model, this study proposes the "Adaptation → Participation → Outcome" framework, as illustrated in Figure 2. This model conceptualizes the strategic pathway from cultural integration to institutional improvement, emphasizing the interdependence of localized planning, participatory implementation, and performance evaluation.

Framework Components:

1. **Adaptation:** Initiated through the identification and institutionalization of Sasak cultural values into university vision, policies, curricula, and SOPs. This stage reflects strategic alignment and cultural responsiveness.
2. **Participation:** Involves active engagement of local communities, students, and faculty in collaborative forums, co-curricular activities, and governance processes. Mechanisms include KKN programs, community workshops, and stakeholder-based decision-making.

3. Outcome: Captures measurable institutional benefits such as enhanced accreditation, improved curriculum, greater autonomy, and increased stakeholder satisfaction.

These three stages correspond to the planning, organizing, and evaluating functions of strategic management. Figure 2 visualizes the logical flow between cultural adaptation, participatory engagement, and institutional outcomes, reinforcing the strategic sequence derived from the literature synthesis. A detailed mapping of policy recommendations and model development across selected studies is available in Table 5.

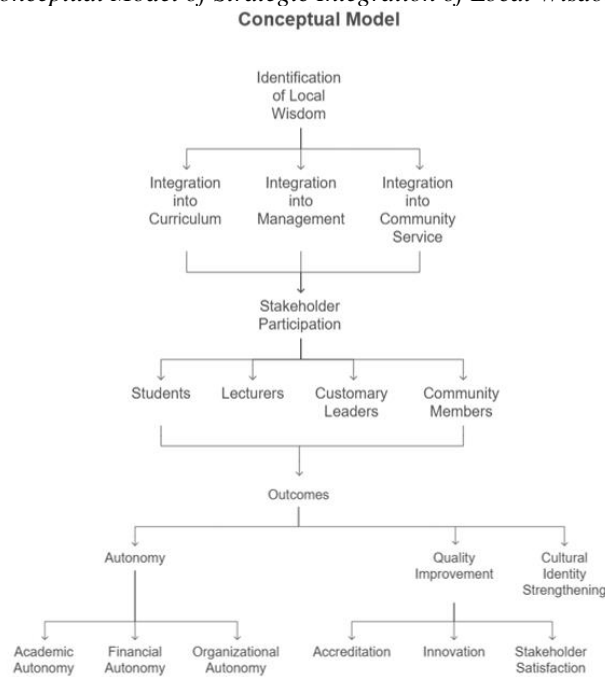
Table 5

Synthesis of Objective 4 with the Research Objective: To formulate a conceptual framework and strategic policy implementation recommendations based on local wisdom.

No	Full Article Title	Synthesis Description
1	Strategic Autonomy of Higher Education Based on Sasak Customs (1)	Proposes a governance model for academic and financial autonomy based on Sasak cultural values to strengthen institutional competitiveness.
2	Local Wisdom in Strategic Management of Higher Education (5)	Formulates a roadmap for institutional strategy based on local values to reinforce university identity.
3	Strategic Framework of Higher Education Based on Sasak Culture (9)	Develops a strategic institutional framework grounded in consensus, mutual cooperation, and Sasak community culture.
4	Integration of Local Values into Higher Education Strategy (18)	Establishes an integrative model embedding local cultural values into the university’s vision, mission, and institutional development strategies.
5	Strategic Policy Based on Customary Values (23)	Provides a blueprint for strategic policies that are adaptive to local Sasak cultural values.
6	Community Participation Model Construction (29)	Formulates a model for community participation in higher education governance based on local culture.
7	Strengthening Governance through Local Values (30)	Develops SOP systems and managerial governance rooted in Sasak socio-cultural principles.
8	Adaptive Governance in Sasak-Based Higher Education (36)	Designs adaptive governance models to support flexibility, innovation, and accountability grounded in local principles.
9	Policy Reform in Higher Education based of Sasak Local wisdom (37)	Proposes a reform model for institutional policies that accommodate community input and local wisdom values.

Figure 2

Graphical Visualization: Conceptual Model of Strategic Integration of Local Wisdom



Through this model, local wisdom is not symbolic, but operationalized in key strategic mechanisms: curricular innovation, funding structures, and governance models. The insertion occurs at the planning (policy design), execution (community-engaged programs), and review (evaluation and accreditation) stages.

Thus, the framework bridges cultural traditions with modern strategic imperatives, forming a holistic, participatory, and sustainable development model for higher education institutions in Lombok.

1.2. Discussion

The results of this systematic literature review provide strong confirmation that the integration of Sasak local wisdom—specifically practices such as Adek Lumbung, nyongkolan, traditional weaving, and Awik-Awik—has a measurable and strategic impact on the autonomy and quality of higher education institutions. This confirms earlier conceptual assumptions that culturally embedded governance and curriculum strategies can foster educational relevance, financial independence, and participatory governance (Rindaningsih, 2012; Wahyudi & Sunarsi, 2021).

From a strategic standpoint, the adaptation of local wisdom operates as both a symbolic and instrumental mechanism within university development. Symbolically, the integration of cultural practices like nyongkolan and weaving allows institutions to demonstrate their commitment to local identity and heritage. Instrumentally, these practices are shown to directly influence academic design, funding models, and stakeholder alignment. In this way, local wisdom serves as a strategic asset that provides both legitimacy and functional value to higher education institutions seeking to increase their autonomy and social impact.

In verifying the synthesis, this study found consistent patterns across a wide range of literature that highlight local wisdom as a key enabler in aligning higher education management with societal needs. The evidence from multiple articles (see Tables 2–4) shows that practices rooted in local culture are not merely supplementary or decorative but central to strategic transformations. For instance, the verification that nyongkolan and weaving traditions enhance curriculum innovation is supported by Hasan *et al.* (2023) and Aminuddin (2024), who document how such modules improve student creativity and vocational competencies. The integration of experiential and contextual learning rooted in weaving, for example, not only provides technical and entrepreneurial skills but also deepens the learner's connection to their community. This pedagogical approach encourages holistic development that balances cognitive competence with character formation and local knowledge retention.

Similarly, the success of participatory governance via Awik-Awik confirms findings by Supriatna (2023) and Ayunda & Anna (2015), showing that culturally framed decision-making increases institutional transparency and community trust. The verification process reveals that universities adopting Awik-Awik-based forums—such as consensus meetings involving students, faculty, and community leaders—demonstrate higher levels of participatory legitimacy. These participatory models help redistribute institutional authority and reinforce the university's social legitimacy as an agent embedded in the community's deliberative ecosystem.

These outcomes are further justified through theoretical frameworks in strategic management and educational governance. According to the PRISMA-guided synthesis, adaptation of local values corresponds directly with effectiveness in three core domains: curriculum autonomy, funding diversification, and stakeholder-oriented governance. Strategic management principles emphasize environmental fit, organizational alignment, and adaptive capacity as key drivers of institutional performance. In this context, local wisdom offers the cognitive, relational, and normative resources to achieve those objectives. These justifications are evidenced by the emergence of measurable improvements in accreditation outcomes (Ekayana & Ratnaya, 2022), stakeholder satisfaction (Aulia & Efendi, 2024), and financial sustainability through community-based entrepreneurship (Sholeh *et al.*, 2023).

Moreover, the contribution of cultural adaptation to institutional autonomy is not only theoretical but also empirical. The evidence shows that universities which embed traditional cooperation principles—such as Adek Lumbung—into their funding structures are more resilient in facing budgetary constraints. Community-based fundraising, student-led local business initiatives, and collaborative ownership of academic programs help diversify revenue streams and reduce reliance on state subsidies. This type of financial autonomy, grounded in cultural values, is inherently sustainable because it is co-owned by the university and the community. It reflects a circular economy model where value creation, use, and reinvestment are locally regulated and culturally embedded.

Organizational autonomy is likewise enhanced through cultural governance mechanisms. The collective nature of Awik-Awik and gotong royong facilitates a leadership model that is less hierarchical and more network-based. These forms of governance reinforce the relevance of strategic planning that is both inclusive and reflexive. In environments where cultural traditions are strongly institutionalized, formal governance processes benefit from added moral legitimacy and broader stakeholder buy-in. Thus, strategic policy decisions rooted in cultural norms are not only more accepted but also more effectively implemented.

The comprehensive analysis also confirms that the conceptual model "Adaptation → Participation → Outcome" (Figure 2) is not only illustrative but grounded in empirical findings. This model is justified by the

feedback loop documented in studies such as Uge, Neolaka, & Yasin (2019) and Sutrisno and Rofi'ah (2023), where local value integration leads to stakeholder engagement, which in turn enhances institutional performance. Each component in the framework corresponds with a strategic management function: cultural adaptation (planning), participation (implementation), and institutional outcome (evaluation), validating the model's applicability for context-sensitive university strategy.

In terms of educational quality, cultural integration plays a significant role in shaping both input and outcome dimensions of academic performance. On the input side, the introduction of locally grounded modules improves curricular relevance and learning engagement. Contextual learning derived from local knowledge systems—such as traditional weaving, cooperative farming, or cultural rituals—encourages students to develop problem-solving and innovation skills based on real-world scenarios. This promotes deeper learning and produces graduates who are not only academically competent but also socially responsive. On the outcome side, stakeholder satisfaction is enhanced through the provision of inclusive services and culturally respectful academic interactions, as evidenced by improved ratings in student feedback, graduate employability, and community relations.

In addition, several reviewed articles emphasize the role of local wisdom in strengthening institutional legitimacy. In regions where the university is perceived as distant or elitist, integrating familiar cultural values into campus life helps reduce the social distance between the institution and its surrounding community. This inclusion builds trust, facilitates collaboration, and encourages long-term engagement from local stakeholders. The university thus transitions from being an isolated knowledge producer to becoming an active node in the socio-cultural ecosystem of the region.

Another justification for the integration of local wisdom is its relevance to the dynamics of accreditation and external evaluation. Standardized assessment frameworks often neglect local specificities, resulting in misaligned institutional evaluations. However, by embedding cultural elements into accreditation narratives—such as community service metrics, curriculum design, and governance reports—universities can present a more comprehensive picture of their relevance and impact. This aligns with recent shifts in quality assurance approaches that emphasize contextual excellence and social innovation as valid indicators of institutional quality.

Moreover, the use of culturally grounded management strategies addresses long-standing challenges in higher education, such as resistance to change, rigid bureaucratic processes, and top-down planning. By leveraging familiar cultural mechanisms, change agents within the university can facilitate smoother transitions and greater acceptance of reforms. For example, restructuring faculty evaluation using criteria grounded in community engagement and local leadership roles may lead to more inclusive and motivating performance systems.

In sum, this discussion confirms the relevance, verifies the consistency, and justifies the efficacy of local wisdom adaptation as a transformative force in university strategic management. It integrates empirical findings with conceptual reasoning to demonstrate how culture-based strategies enhance institutional autonomy and educational quality. The synthesis further strengthens the proposition that effective strategic governance in higher education must be rooted in local contexts—not merely for cultural preservation, but as a pathway toward institutional resilience, innovation, and inclusive excellence.

The findings of this study also offer implications for broader policy development. National higher education systems should accommodate flexibility in accreditation criteria to allow for the recognition of culturally responsive practices. Universities should be encouraged to invest in cultural literacy among faculty and staff and to establish long-term partnerships with local communities as part of their core governance structures. These steps would institutionalize the adaptation–participation–outcome framework as a strategic pathway toward achieving both global competitiveness and local embeddedness.

Ultimately, the justification for integrating local wisdom into higher education rests on its dual capacity to fulfill both normative and instrumental goals. It aligns institutional development with societal values while simultaneously enabling measurable improvements in autonomy, quality, and sustainability. This approach not only honors the cultural richness of local communities but also equips universities to navigate the complex challenges of the 21st century with authenticity, adaptability, and strategic foresight.

2. CONCLUSIONS AND SUGGESTIONS

Conclusions

This study concludes that the adaptation of Sasak local wisdom—such as gotong royong, nyongkolan, weaving, and the deliberative principles of Awik-Awik—plays a crucial role in enhancing the effectiveness of strategic management and community participation in higher education. By synthesizing findings from 37 systematically reviewed studies, this research confirms that cultural integration strengthens institutional autonomy and improves educational quality, particularly in the context of universities in Lombok.

Aligned with the study's objectives, four key conclusions are drawn:

1. **Adaptation Practices:** Local wisdom has been effectively integrated into institutional strategies, including curricula, funding models, and governance systems. These adaptations serve as entry points for broader strategic innovation that reflects local identity and values.

2. Community Participation: The implementation of values such as Adek Lumbung and Awik-Awik has fostered inclusive decision-making, strengthened campus–community relations, and activated stakeholder involvement in academic programming. This participatory approach aligns with principles of effective and democratic governance.
3. Institutional Autonomy and Quality: Adaptation of cultural values enables universities to develop more autonomous academic and financial structures. Furthermore, culturally embedded programs contribute to improved accreditation outcomes, curricular innovation, and enhanced student and stakeholder satisfaction.
4. Strategic Framework Contribution: The "Adaptation → Participation → Outcome" model proposed by this study serves as a practical guide for university leaders to design culturally grounded strategic policies. It connects cultural values with institutional planning, implementation, and performance evaluation in a coherent and actionable manner.

In closing, this research justifies that integrating local wisdom is not only a cultural imperative but also a strategic necessity for universities striving toward relevance, sustainability, and excellence. Future studies are encouraged to empirically test and refine this framework in diverse educational and cultural contexts..

Suggestions

Based on the findings of this study, the following recommendations are proposed:

1. Institutionalization of Local Values: Universities should formally integrate local wisdom into institutional strategic documents such as vision and mission statements, academic regulations, and standard operating procedures.
2. Capacity Building for Faculty and Students: Regular training should be provided to faculty members and students to deepen their understanding of local cultural values and their application in academic activities.
3. Strengthening Collaboration with Indigenous Communities: Universities are encouraged to establish long-term partnership forums with local communities to enhance participation in curriculum development and community engagement programs.
4. Diversification of Funding Sources: Culture-based innovations, such as developing cultural products through university business units, should be promoted to strengthen institutional financial independence.
5. Continuous Monitoring and Evaluation: A periodic evaluation system should be implemented to assess the effectiveness of local wisdom integration on academic and social performance, enabling adaptive improvements.

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