

## Decriptive Analysis of Local Wisdom of Batak Naraja in Improving Teacher Hospitality at SMP Negeri 1 Siantar Narumonda

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### ABSTRACT

Batak king is wisdom local and philosophy Toba Batak tribe in Toba Regency. Research It is very important for teachers to reflect mark Batak Naraja philosophy in learning. One of them relative teacher friendliness Still need improved. Because Mudjisusatyo, Y., Simare-mare, A., & based on results observation and Rahman, A (2025). Descriptive analysis of questionnaire beginning, there is some local wisdom of Batak Naraja in improving teachers have not understand mark Batak teacher hospitality in North Sumatra. Naraja philosophy which has an impact to *Current Issues & Research in Social Sciences, Education and Management*, 3(1), 11-21

is influence results Study students and teacher performance in the classroom. For that, it is necessary improvement understanding about Batak Naraja and its application in learning. Batak Naraja Indicators that want to improved is mark friendliness that is caring and wise. Method qualitative used is questionnaire and observation. The results in study This is the teacher experiencing improvement understanding about Batak Naraja which influences increasing mark teacher friendliness in learning. With thus need existence planting mark wisdom local Batak Naraja in education in a way sustainable.

**Keywords:** Batak Naraja, Hospitality, Wisdom Local.

## **INTRODUCTION**

Batak Naraja is the original personality of the Batak people which contains four things, namely Marugamo / caring, Maradat / politeness, Maruhum / obeying the rules and regulations, and Marparbinotoan /smart and wise ( Sitorus, 2023, Public Info). The personality of Batak Naraja, he said, is relevant to the basic values of ASN Ber -Akhlaq, namely Service Oriented, Accountable, Competent, Harmonious, Loyal, Adaptive, and Collaborative. Batak King can interpreted as draft life that includes four mark main, namely : marugamo ( obedient) religious and caring ), maradat ( polite and ethical ), marparbinotoan ( intelligent and wise ), and naruhum ( obedient) rules and discipline ). Poltak Sitorus emphasize importance apply values the in life everyday, such as care to each other, polite and courteous, and obedient rules and laws. The Regent of Toba also invited students and teachers to Keep going repair yourself and improve quality life through study and discipline self. ( Sitorus, 2023, GoSumut.com).

Toba Regency is an area dominated by the Toba Batak tribe, where Lots The Toba Batak tribe are also teachers in schools spread across Toba Regency. Especially in the Village Narumonda There is One school namely State Middle School 1 Siantar Narumonda. Toba Regent Poltak Sitorus in 2023 stated and requested that the 'Batak Naraja ' culture be instilled early on for students. Where based on results observation and questionnaire, there are that the teacher still need increase understanding about Batak Naraja. The problems that arise consequence This is, lack of teacher understanding and still low results Study students. Students become not enough enthusiastic learn and not seldom results low learning and deep remedial the process. Even though the wisdom of the Batak Naraja should be can adopted For learning. Then researcher interested For research and aim For increase teacher's understanding of the concept of Batak Naraja, the values and principles contained therein, so that teachers can apply values the in learning. Besides that, research this also aims For increase mark teacher friendliness, especially on the indicators caring and wise, so that teachers can create environment positive and supportive learning. With Thus, research This expected can increase quality learning, creating environment more school harmonious and inclusive, as well as develop more teacher character good and professional.

The values of caring and wisdom taken from the local wisdom of Batak Naraja are very important in everyday life. The values of caring ( marugamo ) include respecting the lives of others, helping others, loving and caring, and respecting differences. Meanwhile, the values of wisdom ( marparbinotoan ) include critical thinking, making the right decisions, using experience, and developing skills. By applying these values, we can create a more harmonious and prosperous environment. In education, teachers can apply the values of caring and wisdom by providing attention and support to students, and using knowledge and experience to make wise decisions. In society, these values can help improve the quality of life and create a more caring and wise society. With thus, novelty study This lies in integration Batak Naraja values in education, which is draft culture unique local increase teacher performance in matter focus on teacher friendliness, especially on indicators caring and wise, which is aspect important in create environment positive learning. With Thus, research This potential develop learning models based on culture that can increase quality learning and developing character students, as well as give contribution to development theory and practice education.

## LITERATURE REVIEW

Student engagement is significantly enhanced by teacher friendliness (Kim, 2019). Mark Wisdom local Batak Naraja reflects two important aspects: a caring and wise attitude. According to the Batak Naraja concept, attitude care (Marugamo) is demonstrated by actions that support and encourage those in need while also demonstrating concern for their needs and feelings. On the other hand, Marparbinotoan attitude is demonstrated by the capacity to apply knowledge and abilities to assist others and to offer sage counsel and advice. An essential component of Batak culture are the values of the Batak Naraja. Among these virtues are empathy, humility, and patience. According to research, Batak Naraja values can enhance teachers' friendliness when they engage with students (Sitorus, 2020).

Local wisdom plays a vital role in comprehending the culture and lifestyle of regional communities (Umayah, 2024). However, research on Batak Naraja local wisdom and teacher hospitality is still limited. The theoretical framework of this research is based on the theory of local wisdom and teacher hospitality. Batak Naraja values are expected to improve teacher hospitality in interacting with students. The conceptual model of this research is as follows:

*Batak Naraja Values → Teacher Hospitality → Quality of Education*

In fact, Batak Na Raja is regarded as a cultural legacy that upholds the principles of justice and integrity (Simanjuntak, 2024). As a result, it is anticipated that this study will advance teacher hospitality theory and local wisdom in the educational setting. One way to address the issues of global leadership is through local wisdom (Jatirhayu, 2013). A legacy of ancestors, local wisdom is ingrained in people's values through religion, culture, and customs. By creating forms of wisdom that take the shape of ideas, knowledge, tools, and norms that are entwined with cultural values and customs, people have adapted to their surroundings over time. These forms of wisdom serve as guidelines for humans to manage their surroundings in order to meet their needs (Suhartini, 2019). Local wisdom cannot be separated from the life of a society. Local wisdom includes the understanding, skills, and philosophy developed by a society as determined by UNESCO. Local wisdom is also a representation of the ethical and cultural characteristics of a local community that are passed down from generation to generation (Yermiandhoko, 2022). The local wisdom of the Batak Naraja, for example, contains rich and unique values that improve the quality of life of the community, including in terms of hospitality.

Service quality is a comparison between the quality received after receiving the service and the expected quality (Siregar et al, 2023). In developing countries the term hospitality is used in the hotel business world (Edeh, 2025). Teachers who demonstrate good hospitality can create a comfortable and supportive learning environment for their students. Hospitality refers to a friendly, warm, and welcoming attitude toward guests, customers, or others. It involves the ability to make people feel comfortable, valued, and respected. In an educational setting, hospitality can be defined as a teacher's friendly, caring, and supportive behavior toward students. Teachers who demonstrate this attitude are better able to foster a supportive classroom atmosphere, thereby improving the overall quality of learning. According to Moreo (1988), the hospitality industry is a "human learning industry" whose success depends on the people involved in it. Haywood (1989) emphasized the importance of aligning hospitality education with the needs of the industry in order to prepare students for future challenges. Similarly, Adam (1990) stated that hotels must adapt to changing consumer preferences and demographics in order to remain relevant.

In the world of education, teacher friendliness plays an important role in creating a positive and supportive learning atmosphere. Teachers, as central figures in the educational process (Zandroto, 2025). Whilst most academic programme provision related to developing those who would subsequently manage the delivery of commercial hospitality services, the study of hospitality from an array of social science perspectives has yielded some interesting insights (Lashley, 2015). Teacher friendliness is an important aspect in creating a positive and supportive learning environment. By providing motivation and creating a conducive learning environment, teachers can encourage students to learn effectively. Therefore, the best way for teachers to encourage learners to learn is by providing motivation and creating a learning environment (Hadi, 2025). In a cultural context, teacher friendliness can be influenced by local cultural values (Siregar, 2020). In addition, teacher friendliness can also be influenced by local cultural values, so it is important for teachers to understand and adapt these values in their teaching practices. Classic definitions of hospitality suggest it is a social phenomenon with roots in societies extending through thousands of years (O’Gorman, 2005). More attention paid to understanding hospitality opens up opportunities for the development and progress of this subject, as envisioned by Lashley and Morrison (2000, xvi).

#### Gaps in Existing Literature Review

Current research on factors influencing teacher hospitality has several gaps that require further investigation. Previous literature reviews have not extensively examined the role of local wisdom in improving teacher hospitality, especially in schools located in areas with a particular culture such as the Batak Naraja Tribe. Most studies on teacher hospitality focus on general models that are not specific to certain cultural and school contexts.

In addition, there is a lack of consistent and clear methodology to measure the level of teacher hospitality influenced by local wisdom. Therefore, further research is needed in this area to understand how the local wisdom of the Batak Naraja Tribe can improve teacher hospitality.

Considering these gaps, the author has set several hypotheses, such as:

H1: The local wisdom of the Batak Naraja Tribe has a positive impact on teacher hospitality at SMP Negeri 1 Siantar Narumonda.

H2: The cultural values of the Batak Naraja Tribe have a positive impact on teachers' ability to build relationships with students.

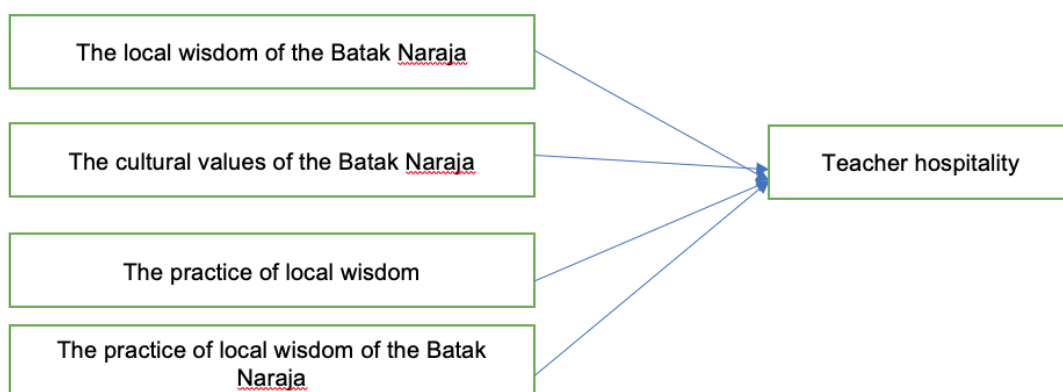
H3: The practice of local wisdom of the Batak Naraja Tribe has a positive impact on teachers' concern for students' needs.

H4: School conditions and management support have a positive impact on the implementation of local wisdom of the Batak Naraja Tribe in improving teacher hospitality.

#### Conceptual Framework

The study framework model is depicted in Figure 1.

**Figure 1.** Research Framework



## RESEARCH METHOD

Study This using observation and questionnaire data collection techniques. Questionnaire chosen because of the questionnaire can done in a way flexible by teacher at time free time. Observation functioning Because observation intense researcher as a teacher at SMP Negeri 1 Siantar Narumonda. Data analysis techniques used use qualitative descriptive based on number of teachers (Gadi, 2025).

Sample in study This is a teacher at Siantar Middle School Narumonda, there were 32 people, and were given questionnaire with draft questionnaire as the following, namely know level teacher's understanding of wisdom local Batak Naraja and level teacher friendliness in learning that influences quality teaching in schools.

## RESULTS

**Table 1.** Average Score for Understanding Local Wisdom and Hospitality of Naraja Batak

Variables	Average Score	Friendliness
Understanding the Local Wisdom of Batak Naraja	90%	80%

Based on the data presented, respondents have a very good understanding of the local wisdom of Batak Naraja with an average score of 90%, and have a good level of hospitality with an average score of 80%. Thus, it can be concluded that respondents are able to apply the values of Batak Naraja in improving their hospitality. However, there is still little room to improve their hospitality to be more optimal, so that they can be more effective in building harmonious relationships with others.

**Table 2.** Description **Teachers'** Perception ( Spot Test ) of the Importance of Batak Naraja in increase friendliness in learning

No	Identity	Level of Understanding	Hospitality	The influence of Batak Naraja to teacher friendliness in learning
1	PS, Mathematics teacher, 15 years old teach	Very familiar and consider Batak Naraja important applied in increase	Often apply in class, both in to build connection with student	Agree that the influence of Batak Naraja to the friendliness of the

		teacher friendliness.		teachers is very great.
2	GS, Religious teacher, 3 years teach	Very familiar and consider Batak Naraja important applied in increase teacher friendliness.	Often apply in class, wise and good in to build connection with student	Agree that the influence of Batak Naraja to teacher friendliness category tight and big.
3	RS, Mathematics teacher, 16 years old teach	Very familiar and consider Batak Naraja very important applied in increase teacher friendliness.	Very often apply in class, wise and good in to build connection with student	Agree that the influence of Batak Naraja to teacher friendliness category tight and big.
4	DA, Science Teacher, 15 years old teach	Familiar and consider Batak Naraja very important applied in increase teacher friendliness.	Often apply in class, wise and good in to build connection with student	Agree that the influence of Batak Naraja to teacher friendliness category tight and very big.
5	HM, Guidance and Counseling Teacher, 31 years old teach	Familiar and consider Batak Naraja very important applied in increase teacher friendliness.	Often apply in class, wise and good in to build connection with student	Agree that the influence of Batak Naraja to teacher friendliness category tight and very big.
6	HM, PKN Teacher, 15 years old teach	Very familiar and consider Batak Naraja very important applied in increase teacher friendliness.	Often apply in class, wise and very good in to build connection with student	Agree that the influence of Batak Naraja to teacher friendliness category tight and very big.

Notes. Identity: Initial of teacher

Based on the data presented, it can be concluded that the six teachers interviewed have a very good understanding of the values of Batak Naraja and consider them very important in improving teacher friendliness. They all often apply these values in building relationships with students in class and demonstrate wise and good behavior. In conclusion, Batak Naraja has a significant and close influence in improving teacher friendliness, some of them even consider it very large, so that it can be one of the valuable sources of values in education.

This study involved 32 teachers of SMP Negeri 1 Siantar Narumonda as respondents. The results showed that the majority of respondents had more than five years of teaching experience. The average value of understanding the local wisdom of Batak Naraja was 90%, which indicates that most teachers have a strong understanding of the values contained in the wisdom of Batak Naraja. They also agreed on the importance of these values in improving hospitality. This finding is also consistent with the length of teaching experience, because teachers with more than ten years of teaching experience consider the local wisdom of Batak Naraja to be very significant and influential in shaping teacher hospitality in the classroom.

The average score for hospitality was 80%, indicating that respondents generally have a good attitude towards hospitality. The results of the correlation analysis showed a significant positive relationship between understanding of Batak Naraja local wisdom and hospitality. This means that the better teachers understand and apply Batak Naraja values, the more likely they are to demonstrate a strong attitude of hospitality.

**Table 3.** Frequency and percentage of several aspects of local wisdom of the Batak Naraja

No	Aspect Wisdom Local Batak Naraja	Frequency	Percentage (%)
1	Marugamo ( Care )	25	90
2	Marparbinotoan ( Wisdom )	20	80
3	Marhite ( Humility) Heart )	20	80
4	Marholong ( Affection )	24	88

Based of table 3, this table displays the frequency and percentage of several aspects of local wisdom of the Batak Naraja Tribe, namely Marugamo (Care), Marparbinotoan (Wisdom), Marhite (Humility), and Marholong (Compassion). Based on the table, it can be seen that; Marugamo (Care) has the highest frequency with 25 respondents (90%); Marparbinotoan (Wisdom) has a fairly high frequency with 22 respondents (85%); Marholong (Compassion) has a high frequency with 24 respondents (88%).

This shows that the local wisdom of the Batak Naraja Tribe has a strong influence in shaping the personality and behavior of teachers.

**Table 4.** Frequency and percentage of several aspects of teacher hospitality

No	Teacher Hospitality	Frequency	Percentage
1	Ability build connection with student	28	95
2	Concern to need student	26	90
3	Wisdom in teach	26	92
4	Ability manage class	27	94

This table displays the frequency and percentage of several aspects of teacher hospitality, namely the ability to build relationships with students, concern for student needs, wisdom in teaching, and the ability to manage the class. Based on the table, it can be seen that the ability to build relationships with students has the highest frequency with 28 respondents (95%), concern for student needs has a high frequency with 25 respondents (90%), wisdom in teaching has a high frequency with 26 respondents (92%).

This shows that teachers at SMP Negeri 1 Siantar Narumonda have good friendliness in various aspects, so they can create a positive and supportive learning environment for students.

Therefore, it can be concluded that the local wisdom of Batak Naraja plays an important role in improving the friendly attitude of teachers at SMP Negeri 1 Siantar. Narumonda. Teachers can improve their friendliness by understanding and implementing these cultural values, and schools are encouraged to promote the local wisdom of Batak Naraja as an integral part of the school's cultural identity.

Naraja values and consider them very important in improving teacher friendliness. They are all familiar with the Batak Naraja concept and often apply these values in building relationships with students in the classroom.

They also agreed that the influence of Batak Naraja on teacher friendliness is very large and close. This shows that Batak Naraja values can be a strong foundation in building harmonious and mutually supportive relationships between teachers and students.

Thus, it can be concluded that Batak Naraja has a significant influence in increasing teacher friendliness and can be a valuable source of values in education.

With the results of this study, it is hoped that schools and teachers can improve hospitality and the quality of education by understanding and applying the local wisdom values of Batak Naraja.

This study involved 32 teachers of SMP Negeri 1 Siantar Narumonda as respondents. The results showed that the majority of respondents had more than five years of teaching experience. The average value of understanding the local wisdom of Batak Naraja was 90%, which indicates that most teachers have a strong understanding of the values contained in the wisdom of Batak Naraja. They also agreed on the importance of these values in improving hospitality. This finding is also consistent with the length of teaching experience, because teachers with more than ten years of teaching experience consider the local wisdom of Batak Naraja to be very significant and influential in shaping teacher hospitality in the classroom.

The average score for hospitality was 80%, indicating that respondents generally have a good attitude towards hospitality. The results of the correlation analysis showed a significant positive relationship between understanding of Batak Naraja local wisdom and hospitality. This means that the better teachers understand and apply Batak Naraja values, the more likely they are to demonstrate a strong attitude of hospitality.

Therefore, it can be concluded that the local wisdom of Batak Naraja plays an important role in improving the friendly attitude of teachers at SMP Negeri 1 Siantar Narumonda. Teachers can improve their hospitality by understanding and implementing these cultural values, and schools are encouraged to promote the local wisdom of Batak Naraja as an integral part of the school's cultural identity.

## **DISCUSSION**

This study shows that the local wisdom of Batak Naraja has a significant positive influence on hospitality among teachers at SMP Negeri 1 Siantar. Narumonda. This finding is consistent with previous studies showing that local wisdom can improve the quality of education and create a more positive learning environment (Syahputra, 2020 ; Wijayanti, 2022). In the context of theory, this study supports the concept that local wisdom can be a valuable resource in improving the quality of education (Nasution, 2022). The values of local wisdom of Batak Naraja, such as kinship and religion, can improve teachers' hospitality and create a more positive learning environment. This study also shows that teachers' understanding of Batak Naraja local wisdom is in line with their level of hospitality in teaching. Teachers who have a better understanding of Batak

Naraja local wisdom tend to show better hospitality in teaching. This shows that understanding local wisdom can be an important factor in improving the quality of education.

However, this study also shows that the influence of local wisdom on hospitality can vary depending on the cultural and educational context. Therefore, this study emphasizes the importance of understanding and applying local wisdom values in certain educational contexts. In terms of policy implications, this study suggests that governments and schools can promote local wisdom as an integral part of school culture to improve the quality of education. This study also suggests that curricula can be designed by incorporating local wisdom values to improve the quality of education and create a more positive learning environment.

In an international context, this study can be a reference for other studies that seek to understand and apply local wisdom values in the context of education. This study shows that local wisdom can be a valuable resource in improving the quality of education and creating a more positive learning environment. Thus, this research can contribute to the development of education and culture in Indonesia and internationally by promoting local wisdom values in the context of education.

## **CONCLUSION**

This study shows that the local wisdom of Batak Naraja has a significant positive influence on the friendliness of teachers at SMP Negeri 1 Siantar. Narumonda. By understanding and applying the values of local wisdom of Batak Naraja, teachers can create a more conducive learning environment and improve the quality of education.

To maximize the benefits of Batak Naraja local wisdom in improving teacher hospitality and the quality of education, several practical steps can be taken. First, teachers should make a conscious effort to understand and apply the values of Batak Naraja local wisdom in their teaching practices and daily interactions with students. This can be achieved through professional development programs and workshops that focus on integrating local wisdom into teaching methodologies. Second, schools should actively promote Batak Naraja local wisdom as an integral part of their cultural identity, organizing events and activities that highlight the importance of these values. Finally, curriculum designers should incorporate Batak Naraja local wisdom values into educational materials and learning activities, ensuring that students gain a deeper understanding and appreciation of these cultural principles. By implementing these recommendations, schools can foster a more inclusive and culturally sensitive learning environment that benefits both students and teachers. This study shows that local wisdom can be a valuable resource in improving the quality of education. This study also shows that integrating local wisdom into a modern pedagogical framework can have a positive impact on the quality of education.

Further research can be conducted to understand the influence of local wisdom on hospitality in other schools and develop a learning model based on local wisdom. This research can also be a reference for other studies that seek to understand and apply local wisdom values in the context of education.

Thus, this research can contribute to the development of education and culture in Indonesia by prioritizing local wisdom values in the context of education.

The conclusion of this study is that there is a significant positive influence of Batak Naraja local wisdom on the friendliness of teachers at SMP Negeri 1 Siantar. Narumonda. The

values contained in this local wisdom—such as kinship, religion, hagabeon (having many descendants), hamoraon (property), uhum and ugari (law and customs), protection, and marsisarian (mutual cooperation)—have been proven to be able to effectively improve the attitude of teacher hospitality. By understanding and actively implementing these deeply rooted Batak Naraja values, teachers have the potential to foster a more conducive learning environment and ultimately contribute to improving the quality of education in schools. Therefore, it is recommended that schools actively promote Batak Naraja local wisdom as an integral part of their school culture, to foster greater awareness and appreciation of these important cultural values.

Based on the findings of this study, several suggestions are proposed to further strengthen the positive impact of Batak Naraja local wisdom. First, teachers are encouraged to actively improve their hospitality by consciously understanding and integrating Batak Naraja values into their teaching practices and daily interactions with students. Second, school administrations should take a proactive role in promoting Batak Naraja local wisdom as a core element of the school's cultural identity, thereby raising awareness of the importance of local wisdom among the entire school community. Third, in terms of curriculum development, schools are advised to incorporate Batak Naraja local wisdom values into educational materials and learning activities to enhance students' understanding and appreciation of these cultural principles. Finally, to support teachers in effectively implementing these values, teacher training programs should include specific sessions aimed at deepening their knowledge of Batak Naraja local wisdom and enhancing their capacity to apply it in the classroom environment.

#### **CONFESSION**

Thanks to the lecturers who guided me during this research.

#### **DECLARATION OF CONFLICTING INTERESTS**

No potential conflicts of interest were reported by the authors.

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