

Conference Paper

Local Indigenous: Internalization of Siri And Kareso Tamatappuk on Teacher Performance

Supriadi Torro*, Sukma Indah, La Sunra, Dimas Ario Sumilih, Ashari Ismail

Universitas Negeri Makassar, Indonesia

ORCIDSupriadi Torro : <https://orcid.org/0000-0002-2345-801X>**Abstract.**

This research aims to determine: 1) Internalization of *siri* on teacher performance. 2) Internalization of *kareso tamatappuk* on teacher performance. 3) Internalization of *siri* and *kareso tamatappuk* on teacher performance. This research was conducted with a quantitative approach, with a population of 52 for research sampling. The data collection technique used a questionnaire with a *Likert scale*, each of which has been tested and meets the requirements of validity and reliability. The data analysis techniques used were simple linear regression and multiple linear regression. The research results show that: 1) *Siri*'s internalization influences teacher performance. Based on simple linear regression analysis with a coefficient value of 0.247, the results of the t test with a calculated t value is 2.637 > t table value of 2.010, a significance value of 0.001 < 0.05, and an *r squared value* of 37.1%. 2) Internalization of *kareso tamatappuk* has an effect on teacher performance at SMA Negeri 19 Gowa Regency. Based on simple linear regression analysis with a coefficient value of 0.412, the t test results with a t count value of 2.801 > t table value of 2.010, a significance value of 0.003 < 0.05, and an *r squared value* of 39.4 %. 3) Internalization of *Siri* and *kareso tamatappuk* influences teacher performance, with the amount of influence exerted is around 45.1 %.

Keywords: *Siri*' internalization, *Kareso Tamatappuk*, teacher performance

1. Introduction

Higher global competition, increasingly rapid development of science and technology, and demands for the quality of human resources make the world of education as a very strategic place to achieve these demands. It is hoped that secondary education institutions will carry out the best programs for future generations so that they can become quality members of society in the future and deal with the problems they face by utilizing science and technology. Schools carry out the task of educating students, which the family can no longer carry out, because of this the family has many shortcomings. For example, the family has limited time and limited knowledge. So school is a bridge that connects family life with community life.

Corresponding Author: Supriadi
Torro; email:
supriaditorro@unm.ac.id

Published 3 January 2024

Publishing services provided by
Knowledge E

© Supriadi Torro et al. This article is distributed under the terms of the [Creative Commons Attribution License](#), which permits unrestricted use and redistribution provided that the original author and source are credited.

Selection and Peer-review under the responsibility of the ICHLSS Conference Committee.



Globalization has also significantly shifted indigenous Indonesian local cultural values. Foreign cultural values develop so rapidly in people's lives that they have a broad impact on environmental balance. Part of the community's life still adheres to tradition, including the culture of *siri'* Safitri and Suharno, Faudy and Darwis and Dilo , which is different from a society that has experienced a shift in values. The reality of shifting cultural values causes local cultural values to be forgotten. [1][2][3]

Instilling cultural values in the learning process has an important meaning in the formation of the personality of students. Nurwindah and Torro, "Students' personality values will be instilled if the principal and teachers continue to instill a positive culture in schools. The same thing was also expressed by Mulyana, Suharjo in Syarif et.all , who revealed that "education really requires instilling values because the symptoms of current life caused by globalization have the potential to erode national identity". That "through education in schools, it is hoped that it will produce quality Indonesian people." Understanding the values of regional characteristics to students is expected to be a formidable fortress in facing the negative impacts of global currents.[4][5]

Siri' and *kareso tamatappuk* are life principles that the Makassar Bugis own. *Siri'* means shy and *kareso tamatappuk* means hard work. *Siri'* and *kareso tamatappuk* have been passed down from generation to generation by the ancestors of the Makassar Bugis. *Siri'* has the potential to improve teacher performance because *siri'* is a view of life that aims to increase dignity and self-esteem, both as individuals and as social beings.

Internalizing local cultural values in the learning process at school is very important. Gaffar in Sari that "education is not just growing and developing all aspects of humanity without being bound by values, but that value is a binder and influences the process of growth and development". Sauri in Sari argue that "values and education are two things that cannot be separated from one another, when education tends to be treated as a vehicle for transferring knowledge, there has been a propagation of values that at least lead to intellectual truth values". To balance moral and intellectual needs, education requires values as its implementation [6].

Education is very important in improving Human Resources (HR) quality. School is a social system bounded by activity elements that interact and form a school social unit. It is active and creative, meaning schools can produce something useful for society. Cooperation between all the elements contained in educational institutions can help improve the quality of these educational institutions. The success of the learning program is also greatly supported by an effective and efficient process of learning activities. In the learning process at school, teacher performance greatly influences the

quality of education because a teacher has an important role in achieving the success of learning objectives. In addition to improving performance, apart from instilling local values, it must also be encouraged by a work ethic. Ichsan et.al Saleh and Utomo and Hadiansyah and Yanwar [7 , 8][9]

To realize the goals of national education, namely to educate the nation's life and develop the whole person, according to the mandate of RI Law No. 20 of 2003 concerning the national education system., various policies at the education unit level regarding efforts to improve the quality of education. Moreover, it is supported by the existence of quality development instruments that can provide an overview to school managers on how to plan, organize, implement, and evaluate the development of their schools from various fields. However, most of these policy changes have yet to be able to develop a school culture in order to instill values in their students. Especially in the midst of the survival of a nation that is in the midst of an age with increasingly sophisticated technology causing various changes and shifts in values, as has happened recently.

Teachers are at the forefront of the world of education and a component that occupies a central and very strategic position in the education system. Qualified or unqualified teachers can be seen from the professionalism of the teachers themselves. Torro et.al The professionalism of a teacher is reflected in the appropriateness of the teacher in teaching. In this regard, it is necessary to improve the quality of teacher performance in developing the quality of education and learning. Teachers are one component of educational human resources that must be managed and developed continuously. Torro et al. This is because not all teachers in educational institutions are properly trained and have good qualifications. The potential of teacher resources needs to continuously grow and develop in order to be able to overcome problems that arise and have a positive impact on educational institutions. Teachers are expected to be able to carry out their duties professionally by having and mastering the four competencies. These competencies are pedagogical, personality, social, and professional competencies. Being a professional teacher is not an easy job, not to say difficult, especially in the midst of very poor teacher quality in every aspect Infiraju

2. Method

This research was conducted at SMA Negeri 19 Gowa, Gowa district. This research approach uses a quantitative approach, where the data obtained is in the form of numbers, and the management uses statistics. Quantitative research methods can be interpreted as research methods based on the philosophy of positivism, used to

examine certain populations or samples, collect data using research instruments, and analyze quantitative/statistical data to test established hypotheses. Sugiyono This type of research is descriptive quantitative research. Descriptive quantitative research is research that produces findings that can be achieved using statistical procedures or other methods of quantification (measurement) of sugian [12]. Descriptive research is conducted to determine the value of an independent variable, either one variable or more (independent), without making comparisons or connecting with another variable.

Descriptive research was chosen because the researcher intends to present data in a systematic, factual, and accurate manner regarding the facts and meaning of phenomena in the field Jayusman [13]. Quantitative research using *ex-post facto analysis*. The definition of *ex-post facto*, namely “from what is done after the fact,” then this research is called the independent variable. The dependent variable *has* been explicitly stated to be connected as a relationship research or prediction if the independent variable has an influence specific to the dependent variable Nugroho [14].

3. Results and Discussion

Based on the prerequisite test on statistical analysis, it was found that the data in this research were usually distributed. Therefore, this hypothesis can be tested using a simple linear regression test to know the significant effect of the internalization variable *Siri'* on teacher performance in SMA Negeri 19 Gowa Regency. The following is a table of simple linear regression test results:

TABLE 1: Simple Linear Regression Test Results for *Siri's* Internalization.

Model		B	Coefficients ^a		t	Sig.
			Unstandardized Coefficients	Standardized Coefficients		
			std. Error	Betas		
1	(Constant)	103,962	20,396		5,097	.000
	Internalization '	.247	.151	.226	2,637	.001

a. Dependent Variable: Teacher Performance
(Source: Processed from SPSS 22 for Windows)

Based on the table above, the regression direction b is 0.247, and the constant or a is 103.962. Then, the relationship between the two variables can be described by the regression equation $Y = 103.962 + 0.247X$. The meaning of this regression equation is as follows: The value of the constant a is 103.962, meaning that if the internalization of *the series'* value is 0, then the teacher's performance is 103.962. The regression coefficient *value of Siri's* internalization variable b is 0.247. It indicates a positive influence of school

culture on teacher performance. It means that every 1% increase in school culture will increase teacher performance by 0.247.

The t-test was conducted to determine the effect of the independent variable, namely internalization of *the series* on the dependent variable of teacher performance. With $\alpha = 5\%$ (0.05) and $t_{table} = t(\alpha/2; nk-1) = t(0.025; 49) = 2.010$. The results of the t-test using the computer-assisted statistical program *SPSS version 22 for Windows* can be seen in the following table :

TABLE 2: *Siri's* Internalization T Test.

Model		B	Coefficients ^a		t	Sig.
			Unstandardized Coefficients	Standardized Coefficients		
			std. Error	Betas		
1	(Constant)	103,962	20,396		5,097	.000
	Internalization'	.247	.151	.226	2,637	.001

a. Dependent Variable: Teacher Performance
(Source: Processed from *SPSS 22 for Windows*)

Based on the table above, the results of the t (partial) test show that the significance value of the internalization of *series* (X_1) on teacher performance (Y) is $0.001 < 0.05$, and the t count is $2.637 >$ the t table is 2.010. Then H_0 is rejected, and H_a is accepted. It means that there is a significant influence of *Siri's* internalization on teacher performance. The f-test was conducted to determine the effect of the independent variable, namely *serial* (simultaneous) internalization, on the dependent variable of teacher performance. With $\alpha = 5\%$ (0.05) and $F_{table} = F(k; nk) = F(2; 50) = 3.183$. The results of the f test with the help of the *SPSS statistical program version 22 for Windows computer* can be seen in the following table:

TABLE 3: *Siri ' Internalization F Test.*

Model		Sum of Squares	ANOVA ^a		F	Sig.
			df	MeanSquare		
1	Regression residual Total	562,671 3034,406 3597077	1 50 51	562,671 6,688	5,680	.003 ^b

a. Dependent Variable: Teacher Performance
b. Predictors: (Constant) *Siri' Internalization*
(Source: Processed from *SPSS 22 for Windows*)

series ' internalization (X_1) on teacher performance (X_2) is $0.003 < 0.05$ and fcount $5.680 >$ t table 3.183. It proves that H_0 is rejected and H_a is accepted. This means that there is a significant influence of *siri ' internalization* on teacher performance.

The coefficient of determination (R) from the results of simple linear regression shows how much the dependent variable, namely teacher performance, is influenced by the independent variable *series* ' internalization. The results of the test for the coefficient of determination (R) can be seen in the following table:

TABLE 4: Results of the Coefficient of Determination (R) Internalization of *Siri* '.

Capital	R	Summary models		
		R Square	Adjusted Square	R std. Error of the Estimate
1	.609 ^a	.371	.336	9,557
Predictors: (Constant), <i>Siri</i> ' Internalization				
(Source: Processed from SPSS 22 for Windows)				

Based on the table above, the R square value of 0.371 indicates an influence between the internalization of teacher performance *series of 37.1 %*, and the remaining 62.9% is influenced by other factors. Teachers are a key element in the education system, especially in schools. One of the teacher's performance in the learning process is influenced by school culture. For example, the culture of internalizing *siri* ' and *kareso tamatappuk*. This is following the opinion of Atmosoepipto that the factors that influence teacher performance consist of internal factors (organizational goals, organizational structure, HR, and organizational culture) and external factors (political, economic, and social factors) in Sari [6]. Every teacher has a different perspective in carrying out their duties and obligations in carrying out the learning process in schools that are influenced by the cultures in these schools. On the other hand, the results of Nurwindah and Torro's research reveal that, to realize teacher performance, a pleasant school atmosphere or environment is needed. [4]

According to Zamroni school culture is a pattern of values, principles, traditions, and habits formed in the long journey of the school, developed by the school over a long period, and become a guide and believed by all school members. Thus encouraging the emergence of attitudes and behavior of school members

School culture is also a distinctive characteristic of a school, which can be identified through the values it adheres to, the attitudes it has, the habits it displays, and the actions shown by all school personnel, which form a particular unit of the school system. The growth and development of a culture in schools as a result of the activities carried out by all members of the school, which become the values and norms that are adhered to by all members. Then, these values serve as guidelines for each member in acting and behaving in that environment. This is following the research results by Torro et al. where teacher performance is also strongly influenced by the availability of facilities so

that a pleasant learning process is realized. Research conducted on boat class students shows the magnitude of the difference between conventional teachers and teachers who have facilities. ICT. [10]

School culture grows and develops from the activities carried out by all members of the school, which become the values and norms adopted by all members of the school. These values are guidelines for each member in acting and behaving in the environment and become a hallmark or characteristic of the school. Internalization of *Siri'* is a culture of the Makassar people, which is always upheld because *Siri's* culture is something that is taboo for the people of Makassar and has always been a guideline and a life guide that can shape one's attitude and personality in life, especially in a teacher or educator. *Siri's* internalization grows and develops due to the activities carried out by all members of the school, which become the values and norms that all members carry out. These values serve as guidelines for each member in acting and behaving in that environment and become a hallmark or characteristic of the school.

The hypothesis testing results found a significant influence between the internalization of *Siri'* and *Kareso graduation* on teacher performance at SMA Negeri 19, Gowa Regency. Based on the results of descriptive data analysis, which shows that internalization of *series* 'has a significant effect on teacher performance or improving teacher performance, it is supported by the results of inferential analysis, where the results of the hypothesis analysis that has been carried out, namely the results of the t (partial) test show that the significance value of internalization influences *siri* ' (X_1) on teacher performance (Y) is $0.001 < 0.05$, and the t_{count} is $2.637 > t_{table}$ is 2.010 . . Then H_0 is rejected and H_a is accepted. This shows that *siri* ' internalization has a significant effect on teacher performance. This internalization value of *siri* is also consistent with the results of research by Safitri and Surhano, Faudy and Darwin and Dilo that the value of *siri' na pacce* has become a strong impetus for personal teachers to improve the teaching performance that has been assigned to them. [1][2][3]

Based on the results of the data obtained from the R Square of 0.371, which means that the magnitude of the influence exerted by the internalization of *siri* ' on teacher performance at SMA Negeri 19 Gowa Regency is 37.1%, and 62.9% from other factors. From the results of the r square value between *siri' internalization* on teacher performance, an r square value of 0.371 is obtained at the value interval of 0.20 – 0.399, meaning that *siri* ' internalization has a low level of influence on teacher performance.

Internalization of *kareso tamatappuk kareso* is one of the principles that is owned by the people of Makassar which everyone always does to get something they want because *kareso tamatappuk* has also become a human teaching that to get something

requires real hard work, so that teacher who wants to achieve the goals of the learning process should always work hard in carrying out his duties as an educator.

Based on the results of descriptive data analysis which shows that internalization of *kareso tamatappuk* has a significant influence on teacher performance or improving teacher performance, supported by the results of inferential analysis, where the results of the hypothesis analysis that has been carried out, namely the results of the t (partial) test show that the significance value of internalization influences *kareso tamatappuk* (X_2) on teacher performance (Y) is $0.003 < 0.05$ and the tcount is $2.801 >$ the ttable is 2.010 . Then H_0 is rejected and H_a is accepted. This means that there is an influence of *kareso tamatappuk* internalization on teacher performance significantly. Based on the results of the data obtained from the R Square of 0.394 , which means that the magnitude of the influence exerted by the internalization of *Siri'* on teacher performance at SMA Negeri 19 Gowa Regency is 39.4% and 60.6% from other factors. From the results of the r square value between the internalization of *the graduate kareso* and teacher performance, the r square value of 0.394 is obtained at the value interval of $0.20 - 0.399$, which means that the internalization of *the graduate kareso* has a low level of influence on teacher performance. This is the same as research put forward by Ichsana et al. (2022), Saleh and Utomo (2018), and Hardiansyah and Yanwar (2015), namely that work ethic has become a major force in producing quality work. [7][8][9]

Then based on the test results with multiple linear regression analysis of *siri'* internalization and *kareso graduation* on teacher performance at SMA Negeri 19 Gowa Regency. The results of *the series'* internalization with a tcount value of $2.625 >$ ttable value of 2.010 . In addition, the significant value is $0.001 < 0.05$. Because the tcount $>$ ttable ($2.625 > 2.010$) and a significance value of $0.001 < 0.05$, H_0 is rejected, and H_a is accepted. In the *tamatappuk kareso internalization variable*, the tcount value is 2.152 , while the ttable value is 2.010 , and the significance value is $0.003 < 0.05$. Because the tcount is $2.152 >$ ttable 2.010 and the significance value is $0.003 < 0.05$, H_0 is rejected, and H_a is accepted.

Based on the results of the data obtained from the R Square of 0.451 , which means that the magnitude of the influence exerted by the internalization of *Siri'* on teacher performance at SMA Negeri 19 Gowa Regency is 45.1% and 44.9% from other factors. From the results of the r square internalization of *siri'* and *kareso tamatappuk* on teacher performance, an r square value of 0.451 is obtained at the interval of $0.40 - 0.599$, which means that the internalization of *siri'* and *kareso tamatappuk* has a moderate level of influence on teacher performance.

4. Conclusion

The effect of internalization of *Siri'* on teacher performance at SMA Negeri 19 Gowa Regency obtained a *t*count of 2.637 and *t*table 2.010 with a significance value of 0.001 <0.05. This means that *t*count is 2.637 > *t*table 2.010 with a significance value of 0.001 <0.05, in the low category with a percentage of 37.1%. Thus, it can be stated that there is a significant influence between *siri'* internalization on teacher performance at SMA Negeri 19 Gowa Regency.

Influence *kareso* internalization *tamatatapuk* on teacher performance at SMA Negeri 19 Gowa Regency, a *t*count of 2.801 was obtained and *t*table 2.010 with a significance value of 0.003 <0.05. That means *t*count 2.801 > *t*table 2.010 with a significance value of 0.001 <0.05, in the low category with a percentage of 39.4%. Thus, there is a significant influence between the internalization of *graduate kareso* on teacher performance at SMA Negeri 19 Gowa Regency.

The magnitude of the influence of internalization of *siri'* and *kareso graduation* on teacher performance at SMA Negeri 19 Gowa Regency is 45.1 %, the remaining 44.9 % is influenced by other factors. This means that the internalization of *Siri'* and *kareso tamatappuk* has an influence on teacher performance by 45.1 % . As for the internalization of *siri'* and *kareso tamatappuk* affects teacher performance at SMA Negeri 19 Gowa Regency in the moderate category with a percentage of 45.1 %.

References

- [1] Safitri A, Suharno S. Budaya *Siri'*na Pacce Dan Sipakatau Dalam Interaksi Sosial Masyarakat Sulawesi Selatan. *Jurnal Antropologi: Isu-Isu Sosial Budaya*. 2020;22(1):102–11.
- [2] Fuady MI. *Siri'*na Pacce Culture In Judge's Decision (Study In Gowa, South Sulawesi Province). *Fiat Justisia: Jurnal Ilmu Hukum*. 2019;13(3):241–54.
- [3] Darwis R, Dilo AU. Implikasi Falsafah *Siri'*na Pacce Pada Masyarakat Suku Makassar Di Kabupaten Gowa. *El Harakah: Jurnal Budaya Islam*. 2012;14(2):186–225.
- [4] Nurwindah N, Torro S. Peran Kepala Sekolah Dan Guru Dalam Menciptakan Sekolah Yang Menyenangkan Di Sma Negeri 3 Takalar. *Jurnal Sosialisasi*. 2020;7(2):39–46.
- [5] Syarif E, Sumarmi S, Fatchan A, And IK. Astina, "Integrasi Nilai Budaya Etnis Bugis Makassar Dalam Proses Pembelajaran Sebagai Salah Satu Strategi Menghadapi Era Masyarakat Ekonomi Asean (Mea). Volume 1. J. Teor. Dan Praksis Pembelajaran Ips; 2016.

- [6] 2n. I. Sari, "Pengaruh Budaya Sekolah Terhadap Kinerja Guru Di Smpn 3 Baso," 2018.
- [7] Ichsan RN, Nasution L, Setiadi D. The Influence Of Work Ethics And Work Professionalism On Performance At Pt. Bri Branch Singamangaraja Medan. *Jurnal Darma Agung*. 2022;30(1):118–25.
- [8] Saleh, A. R., & Utomo, H. (2018). Pengaruh Disiplin Kerja, Motivasi Kerja, Etos Kerja Dan Lingkungan Kerja Terhadap Produktivitas Kerja Karyawan Bagian Produksi Di Pt. Inko Java Semarang. *Among Makarti*, 11(1).
- [9] Hadiansyah A, Yanwar RP. Pengaruh Etos Kerja Terhadap Kinerja Karyawan Pt. Ae. *Jurnal Al-Azhar Indonesia Seri Humaniora*. 2017;3(2):150–8.
- [10] Torro S, Awaru AO, Ahmad MR, Arifin Z. A Comparative Study Of Ict And Conventional Teaching Roles In Boat Class Of Coastal Areas []. *Iop Publishing*. J Phys Conf Ser. 2021 May;1899(1):012171.
- [11] Infijaru N. Kompetensi Manajerial Kepala Sekolah Dalam Meningkatkan Mutu Kinerja Guru Di Smp Negeri 1 Baturraden Kecamatan Baturraden Kabupaten Banyumas. *Uin Prof. Kh Saifuddin Zuhri*; 2022.
- [12] Rugian SN, Koagouw FV, And AK. Putri, "Motivasi Pemustaka Untuk Memanfaatkan Koleksi Perpustakaan Sekolah Tinggi Ekonomi Eben Haezar Manado, ". *Acta Diurna Komun*. 2018;7(3).
- [13] I. Jayusman And O. A. K. Shavab. Studi Deskriptif Kuantitatif Tentang Aktivitas Belajar Mahasiswa Dengan Menggunakan Media Pembelajaran Edmodo Dalam Pembelajaran Sejarah. *J. Artefak*. 2020;7(1).
- [14] Nugroho U. Metodologi Penelitian Kuantitatif Pendidikan Jasmani. Penerbit Cv. Sarnu Untung. 2016;2018(1):13–21.