

SOCIAL SCIENCE AND EDUCATION | RESEARCH ARTICLE

Development of Human Resources Quality of Dani Tribe Through Empowerment of Indigenous Communities Integration, Local Wisdom Values, and Multicultural Education

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ARTICLE HISTORY

Received: April 03, 2025

Revised: May 13, 2025

Accepted: June 29, 2025

DOI

<https://doi.org/10.52970/grsse.v5i2.1223>

ABSTRACT

This research can be focused on implementing multicultural education based on local wisdom in supporting the improvement of the quality of human resources of the Dani tribe, and on empowering the Dani tribe in improving the quality of human resources. Objectives: This study aims to determine how implementing multicultural education and empowerment based on local wisdom supports improving the quality of human resources of the Dani tribe. This study uses a qualitative approach to understand in depth how integrating local wisdom values, multicultural education, and empowerment of indigenous tribes improves the quality of human resources of the Dani Tribe in Papua Mountains. The results of this study show that the cooperation system is still strong in various communal activities, such as agriculture and development, which shows the strength of social values that support sustainable development. Implementing multicultural education in the Dani Tribe community has shown positive results in developing human resources. Integrating local cultural values into the formal curriculum has created a more relevant and meaningful education system for students. The empowerment of indigenous communities has developed significantly by combining the development of traditional and modern skills. The decision-making system based on customary deliberation or 'wim' remains an important foundation in the development process. The Dani Tribe community has shown good adaptability in facing modernization. They have successfully integrated modern technology, such as social media, to market traditional products while maintaining cultural values. Adapting educational methods to contemporary needs has also been done without sacrificing the essence of their traditional values.

Keywords: Human Resource Quality Development, Empowerment of Indigenous Communities Integration, Local Wisdom Values, Multicultural Education.

I. Introduction

The impact of development is neglecting indigenous peoples' social and cultural order. Indigenous peoples, as one of the human resources for development, often resist if they are not included in their activities. Human resources are the main basic capital for growth, and they are expected to be able to maximize their



potential in development. This research problem focuses on empowering indigenous peoples to develop human resource performance. The Dani tribe is one of the tribes in Papua that inhabits the Papua Mountains region, and has traditions, values, and norms passed down from generation to generation. The local wisdom of this tribe includes knowledge about nature, ways of life, and social systems that have proven effective in maintaining harmony in their communities. However, with the development of the era and external influences, most of these values are starting to be threatened, especially with the entry of modern culture, which is often not based on local wisdom.

The research focuses on understanding the impact of the integrity of local wisdom values in multicultural education and the empowerment of indigenous tribes, especially for the quality of human resources of the Dani tribe in the Papua Mountains. Based on that, this research can focus on implementing multicultural education based on local wisdom to support improving the quality of human resources of the Dani tribe. How is the empowerment of the Dani tribe improving the quality of human resources? Objectives: This study aims to determine how implementing multicultural education and empowerment based on local wisdom supports improving the quality of human resources of the Dani tribe. The desired expectation is that there will be an impact on the integrity of local wisdom values, multicultural education, and empowerment of indigenous tribes on the quality of human resources of the Dani tribe.

The research design is descriptive and qualitative, with the research location in the Papua region. This study aims to understand in depth how the integration of local wisdom values, multicultural education, and empowerment of indigenous tribes affect the quality of human resources. The goal is to understand social and cultural phenomena from a traditional perspective. This approach is expected to improve the quality of human resources regarding the dynamics of the relationship between cultural values, the education process, and empowerment in forming the quality of human resources in local tribal and traditional units. This study is also expected to produce descriptive results of the attitudes of the community as actors in development, then in the indigenous community in the region, showing critical dimensions in empowering indigenous communities, so that they can show their existence as a community that needs support for human resource development from the government. Another hope is that indigenous communities independently play an optimal role in all stages of the development process. For this reason, every member of society has the potential to develop towards something better. To develop human resources as the potential of the community, it is necessary to build community capacity through multicultural education colored by local customary wisdom values.

The community must know that one of the patterns of human resource development is adopting the characteristics of local wisdom. It is important for the community, as people involved, to appreciate and understand the values of this local wisdom to build a sustainable, just, and responsible society. The first function of local wisdom lies in maintaining the balance of the ecosystem and preserving natural resources. The value of local wisdom in the Papua mountains is that the Dani Tribe has many practices and traditions that reflect local wisdom. Customary ceremonies and traditions, such as burning stones, which are carried out at important moments such as conflict resolution or family events, show solidarity and cooperation. Social and leadership systems, customary leadership in the Dani tribe, such as the role of the tribal chief (or big man), reflect a social system based on deliberation and collective decision-making.

Education and local wisdom are needed to develop human resources in a society that upholds local customs. This education includes knowledge about nature, ways of life, and social systems that have played an important role in maintaining community harmony. The Dani tribe in the Papua Mountains is known to have traditions, values, and norms passed down from generation to generation. However, the era of globalization and modernization has brought significant influence that threatens the sustainability of local values. Modern culture that enters is often not in harmony with local traditions, thus creating tension between the older generation who maintain tradition, and the younger generation who are more open to new cultures. On the other hand, education in the Papua Mountains, especially for the Dani tribe, faces significant challenges. The existing curriculum often does not reflect the reality of local culture, thus giving rise to cultural alienation among students. For example, research by Susanto (2015) found that education that is not

integrated with local values can disconnect the younger generation from their cultural roots. This shows the need for a multicultural educational approach combining modern knowledge with local wisdom.

One of the needs of human resource development of the Dani tribe in Papua is through multicultural education. This educational pattern for Papuan people, with local customs and wisdom, is very integrated and can be implemented. The multicultural education system integrates cultural diversity in the teaching and learning process. This approach is carried out in the Dani tribe and includes teaching local languages and cultures. Several schools in the Papua Mountains have begun to include lessons on Papuan Ethnography and traditional arts, such as carvings or typical dances, into their curriculum. Local-based teacher training, training teachers to understand local cultural values so they can integrate them into their teaching, and community-based education, several initiatives involve indigenous communities in the education process, such as inviting traditional elders to provide direct lessons on history and traditional values.

Using a qualitative approach to the case study of human resource development in the Dani tribe. Empowerment of the Dani tribe is also a crucial issue in the development context. Several previous studies, such as Kusrini (2020), highlighted that government-based empowerment programs often do not consider the local cultural context, making the results less practical and sustainable. Although several initiatives, such as handicraft training and community-based ecotourism, have been launched, these efforts rely on external assistance and do not actively involve indigenous tribes. Human resource development with this model includes the interaction between local wisdom values, multicultural education, and Indigenous empowerment. Moreover, the type of case study research, this study can explore Local Wisdom Values, Understand how traditional values are a guideline for the Dani Tribe's life and their impact on the quality of their human resources, connect Multicultural Education with Social Harmony, Explain how multicultural education integrates local culture and global insights to build social harmony.

The integrity of local wisdom values is essential in maintaining and strengthening the cultural identity of the Dani tribe. If these values can be maintained in everyday life, the tribe will have a strong foundation to develop its quality of life. Therefore, it is important to integrate these local values into the education system and tribal empowerment so as not to lose their identity amidst the changing times. Research on aspects of local wisdom, multicultural education, and empowerment of indigenous tribes separately. Multicultural Education by Banks (2006) emphasizes the importance of multicultural education in improving cross-group cultural understanding. However, its application in Papuan indigenous tribes, especially the Dani, has not been thoroughly reviewed. The Local-Based Empowerment Study by Chambers (1983) highlights the importance of a participatory approach in empowering indigenous tribes, but does not discuss its impact on improving the quality of human resources in the context of the Dani tribe.

Multicultural education among the Dani tribe often faces obstacles, so the human resources being developed also usually experience obstacles. The barriers faced include limited access to education, and frequently, the existing curriculum does not reflect the needs or realities of the local culture. Multicultural education based on respect for cultural diversity and inclusivity is greatly needed in this region. By adopting a multicultural approach, education can be a bridge to combine modern knowledge with local wisdom. This will not only enrich students' learning but also increase their self-confidence in their cultural identity, which can strengthen the quality of the Dani tribe's human resources. Education not sensitive to local wisdom can lead to cultural alienation and create a gap between formal education and traditional values. Empowerment of the Dani indigenous tribe in the Papua Highlands is essential so that they are not marginalized in development, which often emphasizes modern and economic aspects without considering traditional values. This empowerment involves various fields, from education, health, and the economy, to culture. Empowerment programs based on local wisdom and respecting social systems and traditional culture will have a more sustainable impact.

According to Rahman (2021), the multicultural education of the Dani tribe still has challenges in improving the quality of human resources. Through this empowerment, the Dani tribe will have the capacity to manage their natural resources sustainably, improve the local economy, and strengthen the existing social system. Empowerment also means giving the tribe the right to participate in decision-making that affects their

lives locally and nationally. The quality of the Dani tribe's human resources is greatly influenced by the education and empowerment they receive. The Dani tribe, with the integration of local wisdom values in multicultural education and appropriate empowerment, can develop their potential to the maximum. They will have skills and knowledge relevant to future needs, without sacrificing their cultural identity.

The phenomenon that occurs in the Dani tribe, Papua Mountains, shows the tension between local wisdom and global influences that have the potential to damage traditional culture. Dani children exposed to modern technology or who continue their education in big cities often feel alienated from their culture. At the same time, the older generation has difficulty adjusting to these changes, cultural conflict, and globalization. The rapid process of globalization, coupled with more intense interaction between indigenous tribes and the outside world, presents a significant challenge in maintaining the integrity of the values of the local wisdom of the Dani tribe. Often, the Dani tribe faces a dilemma between maintaining their traditions and following the current of modernization that brings new technology and culture. One of the main challenges is limited access to quality education, especially in remote areas. Schools in this area often lack basic facilities, trained teachers, and materials that are relevant to the needs of indigenous tribes. This impacts the low quality of human resources of the Dani tribe, even though they have great potential to develop. This phenomenon underlines the need for an inclusive education policy, which not only focuses on the academic curriculum but also accommodates the teaching of local culture and values to enrich the knowledge of the younger generation of Dani. Modernization also threatens the cultural identity of the Dani tribe, especially among the younger generation who are more interested in a modern lifestyle. However, there is a positive movement for cultural preservation pioneered by some Dani tribes, who actively promote local culture through art, music, dance, and language.

II. Literature Review and Hypothesis Development

Integration of Local Wisdom Values by Keane (2016) refers to the ability of a Tribe to maintain and apply existing cultural values without sacrificing their essence and meaning despite being exposed to external influences. Integrating local wisdom is important in an increasingly global world to preserve unique cultural identities and avoid cultural homogenization, often triggered by modernization and globalization. Integration, in this case, means maintaining these values and adapting and modifying them to remain relevant to the times. For example, the use of modern technology that can support the preservation of local culture, such as through social media to introduce the traditions and culture of the Dani Tribe to the outside world, without eliminating the original substance of the culture (Smith, 2015). Local wisdom includes understanding the surrounding environment, social relationship patterns, and ways to manage natural resources sustainably (Santosa, 2014). In indigenous tribes such as the Dani in the Papua Mountains, this local wisdom includes belief systems, customs, language, art, and ways of life inherited from their ancestors.

Local Wisdom and Education Local wisdom can be integrated into the education system, both formal and informal. Education that integrates local wisdom is considered more capable of strengthening students' character, because they not only gain general knowledge, but also deepen their understanding of culture, traditions, and local values that are important for their social life (Kusnadi, 2013). In many cases, the younger generation is more interested in a modern lifestyle, while traditional values are considered old-fashioned or irrelevant (Nasution, 2017). Multicultural education, integrating local wisdom, allows students to appreciate and respect cultural diversity while maintaining their identity. The Role of Technology in Supporting the Preservation of Local Wisdom Technology, although potentially threatening local wisdom, can also be a tool to support its preservation. The use of social media and other digital platforms provides space for indigenous tribes to introduce their culture to the outside world and facilitates the younger generation in getting to know and appreciate their local wisdom. For example, documentation and videos, photos, or mobile applications to spread stories, languages, or cultural practices can effectively introduce local wisdom to the broader world (Bungin, 2016).

Multicultural education by Banks (2006) is an educational approach that aims to recognize, respect, and celebrate cultural diversity within a Tribe. This education focuses on developing awareness of ethnic, racial, religious, gender, and other social identities and efforts to create an inclusive and respectful environment among all individuals (Banks, 2006). Multicultural education teaches knowledge about cultural diversity and involves developing attitudes and skills that enable individuals to live harmoniously within a diverse Tribe. Multicultural education has become increasingly relevant in globalization, where ethnicities are increasingly connected and interacting across cultures. Globalization has impacted the cultural diversity in many countries, influencing how people interact with each other and bringing new challenges related to tolerance and acceptance of differences (Cushner, 2007). Multicultural education prepares individuals to live and work in diverse ethnicities by teaching skills to adapt to differences and build social harmony.

Multicultural Education by Banks, JA (2017) aims to appreciate and understand cultural diversity and create tolerance between individuals and groups. Develop critical awareness of social issues related to discrimination, inequality, and injustice. Ensure that all cultural groups, including minority groups, have equal opportunities in education. Equip learners with practical social and communication skills in a multicultural context. Moreover, it facilitates an inclusive cultural identity where all groups feel valued and accepted. Banks, JA (2017). Some positive impacts of globalization on multicultural education include Cultural exchange between countries and regions, which provides an opportunity to introduce various cultures in education. This facilitates learning about global diversity. Digital technology and social media are important in disseminating information about various cultures. Through social media, students can interact with friends from various cultural backgrounds and learn directly from their experiences. However, globalization also challenges multicultural education, such as cultural standardization, which often leads to the dominance of specific cultures (Santoso, H., 2020).

Multicultural education and empowerment of indigenous tribes in Sumarno's research (2021) introduce the concept of cultural diversity while maintaining local wisdom, especially in the context of indigenous tribes in East Nusa Tenggara. However, the challenges in multicultural education in Indonesia are also significant, such as the gap in access to education between urban and rural areas, as well as the persistence of stereotypes and discrimination against certain groups (for example, indigenous tribes or religious minorities). Gay, G. (2018). The dimensions of multicultural education cover various aspects that focus on developing students' understanding and skills in dealing with cultural diversity. Based on recent sources, there are several important dimensions in multicultural education, as stated by Banks, JA (2016), which include content integration, knowledge building process, and prejudice reduction.

Empowerment of Tribes in human resource development is one approach to improving the quality of life, maintaining cultural sustainability, and improving economic welfare. This empowerment involves efforts to improve the social, economic, political, and cultural capacity of Tribes so that they can access various opportunities, appreciate their traditions, and participate in broader development. Gay, G. (2018). Empowerment efforts through skills development open up new economic opportunities, primarily through training programs and digital marketing. (Sato, T., 2019). Education is one of the main instruments that empower the Dani Tribe. Many empowerment programs emphasize the importance of access to fair and quality education and teach cultural values and local wisdom. Skills training in various fields such as agriculture, crafts, tourism, and technology can improve the quality of human resources for the Dani Tribe. These training programs help them compete more in an increasingly modern market without abandoning their cultural identity. Tamba, L., & Martin, S. (2021). The Dani Tribe can gain economic benefits from the tourism sector by maintaining and promoting its traditions while maintaining a balance between economic development and environmental and cultural preservation. Wolfe, P., & Harris, D. (2019). Strengthening Local Organizational Structures: Empowerment also involves strengthening local social and organizational structures, such as customary institutions, to strengthen the voice of the Tribe in decision-making processes related to development and resource management. Mulyana, D. (2020).

External influences, global economic influences, and government policies that are not always sensitive to the needs of Indigenous Tribes can lead to injustice in the distribution of resources and

development benefits. Bakker, E. (2021). A study by Tjandra and Arifin (2020) found that incorporating traditional knowledge into Tribe-based economic empowerment practices (e.g., handicrafts and organic farming) can improve economic welfare while preserving cultural traditions. This study also emphasizes the importance of government and non-governmental institutions' support in facilitating technical skills relevant to local culture. Empowerment of the Dani Tribe in the Papua Mountains involves various interrelated social, economic, and cultural dimensions. The following are some dimensions of empowerment that can be found by Kusnadi, A. (2020) in the context of the Dani Tribe as Economic Empowerment Based on Local Wisdom, Social Empowerment and Strengthening of Tribal Capacity, and Educational Empowerment that is Sensitive to Local Wisdom. The Quality of Human Resources of the Dani Tribe includes various aspects related to the abilities, skills, knowledge, and potential of the Tribe in managing their social, economic, and cultural lives. Educational programs supporting skills training and introducing local knowledge are essential in developing human resources. Mulyana, D. (2020). Education in the mountainous regions of Papua often lacks basic facilities such as trained teachers, textbooks, and adequate school infrastructure. Schools in remote areas find it challenging to keep up with national education developments, and many children (Sato, T., 2019). Empowerment of the Dani Tribe requires a balance between modern and traditional skills so that the quality of their human resources can develop without losing their cultural identity. Pardede, S. (2020).

Strengthening Human Resources is a strategic approach to creating Tribes that are more independent, competitive, and able to maintain their cultural identity in the era of globalization. The following is a review of strengthening human resources through these three aspects. Mulyana, D. (2022). These values can strengthen solidarity within the Dani Tribe, which will improve the quality of human resources in terms of personality, social skills, and cooperation. Wolfe, P., & Harris, D. (2020). This empowerment can be achieved through political education, the formation of strong social organizations, and the involvement of the Tribe in development planning that focuses on their needs. Gusmian, F. (2021).

III. Research Method

This study uses a qualitative approach to deeply understand how integrating local wisdom values, multicultural education, and empowerment of indigenous tribes improves the quality of human resources of the Dani Tribe in the Papua Mountains. Then, to understand how traditional values become a guideline for the Dani Tribe's life and its impact on the quality of their human resources, linking Multicultural Education with Social Harmony, Explaining how multicultural education integrates local culture and global insights to build social harmony. The location of this study is in the Papua Mountains region, which is the main residential area of the Dani Tribe.

The subjects of this study involved individuals and groups who play important roles in the Dani community. Subjects were selected based on relevance to the study's objectives, including Traditional Leaders, Educators, Education Actors, Dani Tribe Members, and Government Officials or non-governmental organizations. The informants of this study were Tribal Chiefs, Religious Leaders, Educators, Traditional Leaders, Dani Tribe communities, non-governmental organizations, and Local Communities.

Table 1. Key Informants as Units of Analysis

NO	Name	Coding	Position
1	Bion Tabuni	BT	Tribal chief
2	Adnan Yelipele	AY	Religious leaders
3	Defran Siska	DS	Lecturer
4	Kartika	K	Lecturer
5	Leka Wonda	LW	Traditional Figures
6	Ronal Kepno	RK	Student
7	Dekianus Hompusabon	DH	Dani Tribe Youth
8	Pilemon Kogoya	PK	non-governmental organization

IV. Results and Discussion

4.1. Data Analysis Techniques

This study uses a systematic qualitative data analysis method to understand the phenomenon being studied comprehensively. Data Reduction, Data Presentation, Conclusion Drawing, Verification, and Final Results are the analysis techniques used. Data triangulation, member checking, audit trail, peer debriefing, prolonged engagement, flexibility, transferability, dependability, and confirmability ensure the validity of the data. This study ensures that the data obtained is reliable, valid, and relevant to describe the relationship between local wisdom values, multicultural education, empowerment of indigenous tribes, and the quality of human resources of the Dani tribe.

4.2. Research result

Based on interviews conducted with two key informants, Mr. Adnan Yelipele as a Local Religious Figure, and Mr. Bion Tabuni as the Chief of the Tribe, data was obtained regarding the values of local wisdom of the Dani Tribe. The results of the interviews showed that the Dani Tribe still adheres to various traditions that have been passed down from generation to generation. One of the most iconic traditions is the Stone Burning Tradition, which has a deep meaning as a form of gratitude, respect, and a means of resolving conflicts. As expressed by Mr. Adnan Yelipele:

"There are still many traditions that are still carried out by the Dani tribe, such as the Bakar Batu tradition, which is one of the most iconic cultures of the Dani tribe that is still carried out. This procession is carried out as a form of gratitude, respect, or conflict resolution."

With this belief system, the Dani people demonstrate harmony between human life, the environment, and the spiritual dimension, a strong foundation for their cultural identity. Mr. Adnan Yelipele explained:

"Before the arrival of major religions such as Christianity and Islam, the Dani people adhered to animism and dynamism. They believed in the power of ancestral spirits and the spirits of nature that lived around them, including mountains, rivers, and forests."

This cooperative system not only ensures efficiency but also strengthens solidarity among them. In addition, the harvest is often shared fairly among the entire community, especially on special occasions, as a form of togetherness and social concern. These values are a cultural heritage that is not only relevant to their society but also provides valuable lessons about the importance of solidarity and togetherness in human life, as conveyed by Mr. Adnan Yelipele:

"Cooperation is an important part of the Dani people's lives. They often work together in various activities, such as building traditional houses (honai), farming, or preparing traditional ceremonies."

The interaction between formal and traditional education reflects their journey in bridging tradition and modernity, creating a relevant and contextual education model for their community. Mr. Bion Tabuni explains:

"Most Dani people are beginning to realize the importance of formal education, especially to open up opportunities for a better future for their children. Formal education is seen as a way to improve the quality of life, get decent jobs, and adapt to the modern world."

This allows them to maintain their traditions while adapting to environmental and social changes. As Mr. Bion Tabuni said:

"Children are taught from an early age to understand seasonal patterns, suitable types of plants, and how to maintain soil fertility without damaging it. This process involves cooperation and a sense of responsibility towards the community."

This mechanism plays an important role in maintaining the stability and integrity of society, especially amid close communal life, where conflicts between individuals and groups can occur as part of social dynamics. Mr. Bion Tabuni explains:

"The Dani tribe has a strong tradition of resolving internal and intergroup conflicts. Ceremonies such as Bakar Batu symbolize reconciliation, where all parties unite, share food, and end disputes."

Based on an interview with Mrs. Defran Siska, as an Educator, integrating local cultural values in formal education has a strategic role that enriches the curriculum and contributes significantly to forming student character, cultural preservation, and strengthening national identity. She stated:

"Integrating local cultural values into formal education is essential to maintaining the identity and cultural heritage of the Dani Tribe. Values such as cooperation, respect for nature, and pride in tradition help students understand their identity." This is reinforced by Mrs. Kartika's experience of teaching for 8 years:

"In class, I often use examples from their everyday lives to explain new concepts. For example, when teaching mathematics, I use the traditional Dani counting system as a bridge to understanding the modern number system."

Non-formal education in Dani society complements formal education and serves as the primary vehicle for transferring local knowledge and wisdom passed down from generation to generation. According to Mrs. Defran Siska:

"Non-formal education is often conducted through traditional skills training, such as farming, hunting, making noken (a typical Papuan woven bag), or carving. Traditional elders or experts usually lead this training in a particular field."

Amidst these changing times, educators play a vital role in ensuring that education remains relevant to the modern world while respecting and preserving the indigenous values that have shaped their cultural identity. Ms Kartika explains:

"The education we implement tries to prepare Dani's children to face two worlds. On the one hand, they must master modern technology and knowledge to compete. On the other hand, they must also understand and appreciate their local wisdom."

Multicultural education aims to teach the values of tolerance, understanding, and appreciation for differences, which are very relevant in the context of the Dani Tribe, who have a distinctive and unique culture but live in an environment that is increasingly connected to the outside world. As expressed by Mrs. Defran Siska:

"Integrating local cultural values helps to preserve the cultural heritage of the Dani people from extinction. Children learn to understand and appreciate their traditions, such as art, dance, traditional rituals, and sustainable living techniques."

Given the challenges faced by this community in balancing traditional values with the demands of modernization, educators must be able to think innovatively and adaptively in designing teaching methods that combine the two. Mrs. Kartika explained:

"We develop a curriculum that integrates local values with national education standards. For example, in science lessons, we discuss modern agricultural techniques while appreciating local wisdom in farming. In arts and culture, children learn to make traditional noken and market them online."

Educators play an important role in creating a balance between preserving local culture and developing global competencies needed by the younger generation of the Dani Tribe.

Based on an interview with Mr. Leka Wonda as a Traditional Figure, the Dani Tribe, known for its rich culture and traditions, is still actively maintaining the inheritance of traditional skills as an integral part of its identity. These skills have been passed down from generation to generation and have become an important part of their social, economic, and cultural life. He explained:

"In our village, we continue to teach ancestral skills to the younger generation. The mothers teach the girls how to weave noken... The boys learn to make traditional hunting and farming tools, such as spears and stone axes."

The development of modern skills aims to open up new economic opportunities, expand access to information and technology, and facilitate integration between local culture and modern progress. Mr. Leka Wonda added:

"Now, several new programs are coming into the village. The government provides sewing training for mothers and computer courses for young people in the village hall... The most recent one is training in making handicrafts that can be sold to tourists."

This system aims to maintain social balance, ensure justice, and maintain harmony in communal life. Mr. Ronal Kepno, as the Community Leader, explained:

"In our tradition, every important decision must go through customary deliberation or 'wim'... Our system's uniqueness is that decisions cannot be taken hastily; there must be mutual agreement or 'wei'."

The development process among the Dani people is more than just physical or material achievements; it includes deep spiritual and social dimensions. As explained by Mr. Ronal Kepno:

"Our customary values are very strongly linked to land and nature. Any development must take into account sacred places and customary forests... We also have customary rules about dividing areas for gardening and hunting that must be considered in any development."

These obstacles require attention and appropriate solutions so that the development process can run smoothly and provide maximum benefits for all levels of society. Mr. Ronal Kepno said:

"Our biggest challenge is communication with the government. Sometimes they use language and terms that are difficult for us to understand... The saddest thing is that sometimes decisions are made in the city without our involvement, and only then are we informed."

The results of this study indicate that the empowerment of the Dani indigenous community is a complex process that involves efforts to balance the preservation of traditional values with the demands of modernization. Although its implementation has various challenges, the customary deliberation system remains an important basis for development decision-making. Based on an interview with Mr. Dekianus Hampusabon, a representative of the Dani youth, there has been significant progress in access to education in the Dani community. However, the process still faces various challenges. Education has become one of the main focuses in regional development efforts, and the Dani community is increasingly aware of the importance of education in improving their welfare. He stated:

Compared to our parents' time, now access to education is better. Our village has elementary and middle schools, but we still have to go to the sub-district town for high school. In the last few years, the government has built dormitories for children who go to school from faraway villages."

This challenge is not only related to the technical aspects of curriculum development, but also involves various factors related to culture, language, resources, and infrastructure. As expressed by Mr. Dekianus:

"I think the lessons at school are sometimes too far from our daily lives... However, some teachers are clever at connecting the lessons to our lives. Like in science class, we learn about modern farming systems while appreciating our traditional farming methods."

The basic principle in this management is the balance between utilizing natural resources and environmental preservation, as well as recognizing that humans are an inseparable part of nature itself. Mr. Dekianus explained:

"We still adhere to customary rules in managing nature. Some areas cannot be worked on because they are considered sacred... We also have a land rotation system for gardening that has been proven to be sustainable."

These constraints vary, from limited access to resources and inadequate infrastructure to challenges in maintaining traditional values amidst the pressures of modernization. According to Mr. Dekianus:

"The biggest challenges are capital and marketing. We have many traditional products such as noken and carvings, but it is not easy to sell them outside the region... There is also the problem of product standardization."

Mr. Pilemon, Kogoya, as a Non-Governmental Organization, describes the process of adaptation of the Dani Tribe community to modernization as an interesting dynamic because it includes challenges in maintaining cultural identity while absorbing changes that occur due to the outside world's influence.

"As a non-governmental organization, I see many changes, especially for the children of the young generation of Papua. Young people now have cell phones to learn more about the subjects taught, whether by watching YouTube or other social media. What we all should do is provide understanding to children. It is okay to use technology, but do not forget who they are."

For the Dani Tribe, preserving tradition is not only about preserving ancestral heritage but also a way to maintain their identity as a unique community. Mr. Pilemon explained:

"We have several ways to maintain customs. Every time I visit villages in Wamena, I invite children to sit in the honai to listen to ancestral stories. Interestingly, it directs young people to document traditional ceremonies using their cellphone cameras."

In interacting with outsiders, the Dani people actively strive to maintain their cultural identity, despite facing various external influences that continue to grow. Interaction with the outside world, whether in an economic, social, political, or cultural context, challenges the Dani people because they must find a balance between openness to the outside world and preserving the values and traditions they have long upheld. As Mr. Pilemon said:

"We are open to accepting them, but there are still rules that must be obeyed... In trading, we also started to learn modern ways, but we remain honest according to the teachings of our ancestors. Some mothers can sell *noken* via WhatsApp, but the making is still traditional."

The results of this study indicate that the quality of human resources of the Dani community has experienced positive developments in various aspects. However, they still face challenges in balancing modernization with preserving traditional values. The success of adaptation to change is highly dependent on the community's ability to integrate modern elements into the existing local cultural framework.

4.3. Discussion

The Bakar Batu tradition, as expressed by Mr. Adnan Yelipele, not only functions as a traditional ritual but also as a mechanism for resolving conflicts and uniting society. This finding strengthens Tjandra's (2020) research, highlighting how local wisdom is a foundation for human resource development in Papua Mountains. The strong cooperation system in the Dani community, especially in agricultural activities and honai construction, reflects social values that support sustainable development. This is in line with the research of Wolfe & Harris (2019), which found a close relationship between the preservation of local wisdom and economic empowerment in Papuan indigenous communities.

Learning methods integrating local and modern knowledge, such as using the traditional Dani calculation system in mathematics learning, show creative adaptation in education. This finding aligns with research by Johnson & Paul (2022), which underlines the importance of multicultural education in strengthening cultural identity while preparing the younger generation to compete globally. The decision-making system based on customary deliberation or 'wim' shows the importance of community participation in development. This finding supports Aditjondro's (2020) research, which analyzes how empowerment that combines local wisdom and globalization values can affect the quality of human resources.

The community's adaptation to modern technology, such as using social media for marketing traditional products, shows the Dani Tribe's ability to adapt without losing cultural values. This finding strengthens Syarif's (2021) research on the importance of combining local wisdom with global knowledge in improving community capabilities in various sectors.

The study results indicate that effective human resource development of the Dani Tribe requires a holistic approach that integrates local wisdom values, multicultural education, and empowerment of indigenous communities. This is in line with the synthesis of various previous studies that emphasize the importance of a balance between modernization and the preservation of traditional values in improving the quality of human resources of indigenous communities.

V. Conclusion

The strong cooperation system in various communal activities, such as agriculture and construction, shows the strength of social values that support sustainable development. The inheritance of traditional knowledge between generations is also still going well, ensuring the sustainability of valuable cultural values. Implementing multicultural education in the Dani community has shown positive results in human resource development. Integrating local cultural values into the formal curriculum has created a more relevant and meaningful education system for students. Learning methods combining traditional and modern knowledge, such as traditional calculation systems in mathematics learning, have helped students understand new concepts better. This approach strengthens their cultural identity and prepares the younger generation to face global challenges.

Empowerment of indigenous communities has developed significantly by combining traditional and modern skills development. The decision-making system based on customary deliberation remains an important foundation in development. Active involvement of communities in various empowerment programs has helped increase their economic capacity and independence while maintaining existing cultural values. The Dani Tribe has shown good adaptability in facing modernization. They have successfully integrated modern technology, such as social media, to market traditional products while maintaining their cultural values. Educational methods have been adjusted to contemporary needs without sacrificing the essence of their traditional values.

Based on the research findings, several suggestions can be submitted to the government to develop educational policies that are more sensitive to the needs and cultural values of the Dani Tribe, provide adequate educational infrastructure in the Papua Mountains region, and provide support for local wisdom-based economic empowerment program Educational hold on to design a curriculum that integrates local and modern knowledge more systematically, increase the capacity of teachers to implement multicultural education, and develop learning materials that are relevant to the cultural context of the Dani Tribe.

Traditional leaders and communities document local wisdom values for cultural preservation, actively participate in community empowerment programs, and maintain a balance between the adoption of modernization and the preservation of traditional Researchers to conduct further research on the effectiveness of local wisdom-based empowerment programs, study more deeply about educational models that are appropriate for indigenous communities, and examine the long-term impact of integrating traditional and modern values in human resource development. The private sector and NGOs should develop economic empowerment programs that pay attention to local wisdom, assist in developing traditional product marketing channels, and provide skills training relevant to the needs of the Dani Tribe community.

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