



The Value of *Pangadereng* as A Model For Lecturer Performance Development

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Abstract

Changes in internal dynamics require managing resources effectively, efficiently, and accountably. The research objectives were to find: 1) Description of needs. 2) Prototype Design. 3) Validity and practicality. 4) The effectiveness of the development model for lecturer performance in education and teaching is based on *Pangadereng* Values at IAIN Bone, which was developed. This research refers to the Borg & Gall model. This research is Research and Development. Data collection: interviews, questionnaires, focus group discussion, feasibility assessment sheets, practicality, product effectiveness. The data obtained were analyzed using descriptive narrative and inferential statistics. The results of the study: a model for developing Lecturer Performance in the Field of Education and Teaching Based on *Pangadereng* Values at IAIN Bone is needed to improve lecturer performance. The product expert test results show a very valid assessment, and the target user test results are very practical. The results of the effectiveness test showed that the Lecturer Performance Development Model in the Field of Education and Teaching Based on *Pangadereng* Values at IAIN Bone was effectively used by lecturers to improve lecturer performance at IAIN Bone.

Keywords: Value of *Pangadereng*, Lecturer Performance, Higher College.

Abstrak

Perubahan dinamika internal menuntut seseorang mampu mengelola sumber daya secara efektif, efisien, dan akuntabel. Tujuan penelitian adalah untuk mengetahui: (1) gambaran kebutuhan; (2) Desain Prototipe; (3) validitas dan kepraktisan; dan (4) efektivitas model pengembangan Kinerja Dosen Bidang Pendidikan dan Pengajaran Berbasis Nilai-Nilai *Pangadereng* di IAIN Bone yang dikembangkan. Penelitian ini mengacu pada model Borg & Gall. Penelitian ini merupakan Penelitian dan Pengembangan. Pengumpulan data: wawancara, angket, focus group discussion, lembar penilaian kelayakan, kepraktisan, efektivitas produk. Data yang diperoleh dianalisis: deskriptif naratif, statistik inferensial. Hasil penelitian: Model Pengembangan Kinerja Dosen Bidang Pendidikan dan Pengajaran Berbasis Nilai-Nilai *Pangadereng* di IAIN Bone diperlukan dalam rangka meningkatkan kinerja dosen. Hasil uji ahli prototipe produk menunjukkan penilaian sangat valid dan hasil uji pengguna sasaran menunjukkan sangat praktis. Hasil uji efektivitas menunjukkan bahwa Model Pengembangan Kinerja Dosen Bidang Pendidikan dan Pengajaran Berbasis Nilai-Nilai *Pangadereng* di IAIN Bone efektif digunakan oleh dosen dalam rangka meningkatkan kinerja dosen di IAIN Bone.

Kata Kunci: Nilai *Pangadereng*, Kinerja Dosen, Perguruan Tinggi

INTRODUCTION

The performance of lecturers greatly determines the quality of graduates within the scope of higher education.¹ In the sense of performance, performance is a total collection of behaviors shown by a worker², thus the lecturer's performance is the result achieved by the lecturer in carrying out the duties assigned to him and becomes his responsibility based on proficiency³, experience⁴, and earnestness in work.⁵ Lecturers who have high performance have a direct impact on student competence and the image of universities in supporting the achievement of national development.

Individual performance is strongly influenced by behaviors that are closely related to culture.⁶ The connection between culture and performance has been the subject of education research. The study of 1,750 Portuguese students points to the fact that culture influences the entrepreneurial performance of teenagers in the country.⁷ Norasikin examined the application of organizational culture in Public Higher Education Institutions in Malaysia, the results showed the same thing, where organizational culture greatly influenced the nature of the institution.⁸ Meanwhile, research on culture and performance in Indonesia has been very much, but research on local culture about performance is still very minimal.⁹ This research is the first to reveal how local wisdom or local Bugis culture which is termed by the word pangadereng in improving lecturer performance.

Local wisdom is part of the culture of a society that cannot be separated from the community itself.¹⁰ Mattulada gave an interpretation that *pangadereng* is a form of culture which in addition to covering the understanding of the system of norms and customary rules and order, also contains elements that include all human life activities behaving and regulating the

¹ Jian Xiao and Stephen Wilkins, 'The Effects of Lecturer Commitment on Student Perceptions of Teaching Quality and Student Satisfaction in Chinese Higher Education', *Journal of Higher Education Policy and Management* 37, no. 1 (2 January 2015): 98–110, <https://doi.org/10.1080/1360080X.2014.992092>.

² Fred O. Walumbwa and Chad A. Hartnell, 'Understanding Transformational Leadership-Employee Performance Links: The Role of Relational Identification and Self-Efficacy: Transformational Leadership and Performance', *Journal of Occupational and Organizational Psychology* 84, no. 1 (March 2011): 153–72, <https://doi.org/10.1348/096317910X485818>.

³ André Escórcio Soares and Miguel Pereira Lopes, 'Are Your Students Safe to Learn? The Role of Lecturer's Authentic Leadership in the Creation of Psychologically Safe Environments and Their Impact on Academic Performance', *Active Learning in Higher Education* 21, no. 1 (March 2020): 65–78, <https://doi.org/10.1177/1469787417742023>.

⁴ Phil David John Birch et al., 'An Exploratory Investigation Examining the Cues That Students Use to Form Initial Impressions and Expectancies of Lecturers', *Teaching in Higher Education* 17, no. 6 (December 2012): 660–72, <https://doi.org/10.1080/13562517.2012.658561>.

⁵ Muawanah, 'Korelasi Kinerja Dosen Dengan Organizational Citizenship Behaviour (OCB) Di IAIN Kediri', *JoIEM (Journal of Islamic Education Management)* 4, no. 1 (30 April 2023): 84–98, <https://doi.org/10.30762/joiem.v4i1.911>.

⁶ Markos Taye, Guoyuan Sang, and Abdulghani Muthanna, 'Organizational Culture and Its Influence on the Performance of Higher Education Institutions: The Case of a State University in Beijing', *International Journal of Research Studies in Education* 8, no. 2 (8 February 2019), <https://doi.org/10.5861/ijrse.2019.3026>.

⁷ José António Porfírio et al., 'Promoting Entrepreneurial Intentions from Adolescence: The Influence of Entrepreneurial Culture and Education', *Journal of Business Research* 156 (February 2023): 113521, <https://doi.org/10.1016/j.jbusres.2022.113521>.

⁸ Norashikin Hussein et al., 'Learning Organization Culture, Organizational Performance and Organizational Innovativeness in a Public Institution of Higher Education in Malaysia: A Preliminary Study', *Procedia Economics and Finance* 37 (2016): 512–19, [https://doi.org/10.1016/S2212-5671\(16\)30159-9](https://doi.org/10.1016/S2212-5671(16)30159-9).

⁹ Ahmad Karim et al., 'The Effect of The Supervision of The Principal and The Professional Competency of Teachers on Teacher Performance in Private MI in Pacet District', *Nidhomul Haq : Jurnal Manajemen Pendidikan Islam* 6, no. 3 (7 November 2021): 497–512, <https://doi.org/10.31538/ndh.v6i3.1686>.

¹⁰ U. Abdullah Mu'min, 'Construction of Islamic Character Education Values Based on Local Wisdom in Culture Kasepuhan and Kanoman Palaces', *Tafkir: Interdisciplinary Journal of Islamic Education* 4, no. 2 (13 June 2023): 305–18, <https://doi.org/10.31538/tijie.v4i2.391>.

infrastructure of life in the form of material and non-material equipment of the Bugis tribe.¹¹ The concept of Pangadereng is often understood to be the same as customary norms or a kind of order held by the Bugis tribe in Indonesia.¹²

It can be said that through the Pangadereng concept, grows a cultural vehicle that is invaluable and has a very deep and very principled meaning to be used as a benchmark in managing educational institutions so that it is very suitable to be developed today in delivering lecturers to develop their performance for the benefit of society in general and students in particular. This research is a model for developing the performance of lecturers in the field of education and teaching based on *pangadereng* values at IAIN Bone.

METHOD

The research used is research and development research with a *mixed method* approach to obtain an overview of the performance development model of lecturers in the field of pandering-based education and teaching. The population in this study was 133, while the sample in this study was a portion of the population of 95 people. The instruments used in this study were interview guidelines, observation sheets, and questionnaires (questionnaires) to obtain an overview of the needs of lecturer performance development models in the field of pandering-based education and teaching. The data obtained were analyzed with narrative descriptive and inferential statistics through the help of SPSS version 16.

The research carried out is a type of research and development (*Research and Development*). The development method used refers to the research and development stage model developed by Borg and Gall the model is used to produce a particular product, and test the effectiveness of the product. This research develops the performance of *Pangadereng-based* lecturers at IAIN Bone so that it can improve lecturer performance in carrying out education and teaching. The lecturer performance model developed is prepared based on the results of literature studies, studies of relevant previous research results, and empirical studies of the actual needs and circumstances of lecturer performance at IAIN Bone so that a *pandering-based* lecturer performance model is produced.¹³

Under its objectives, this research uses a needs analysis development method with a *mixed method* approach. To be able to produce products in the form of a Pangadereng-based lecturer performance development model at IAIN Bone, analysis and testing of the effectiveness of the product is used so that it can function effectively in the implementation of performance carried out by *Pangadereng-based* lecturers. The location of this study is the IAIN Bone campus which is located at Jalan HOS Cokroaminoto Watampone, Bone Regency. IAIN Bone is one of the campuses located in an area whose community is Bugis and upholds the traditional values of *kebugisan* or Pangadereng, so it is very relevant to the object of research study, namely the application of *Pangadereng* values in the implementation of lecturer performance.

The subjects of this study are those who are involved in the implementation of lecturer performance, namely lecturers, both ordinary lecturers and lecturers who have additional duties as leaders on the campus. The involvement of the subject of *expert judgement* is used by experts who will provide an assessment (content validation) of the *prototype*. The experts in question consist of 3 people: 1) Mr. Dr. Abd. Saman, M.Sc., Kons (Dean of FIP UNM) from the element of experts in the field of education and 2). Mr. Pammuda, S.S., M.Si (Bugis cultural expert and Secretary of the Department of Regional Literature UNHAS) from Hasanuddin University, and

¹¹ Nfn Nurnaningsih, 'Rekonstruksi Falsafah Bugis Dalam Pembinaan Karakter: Kajian Naskah Paaseng Toriolo Tellumpocoe', *Jurnal Lektur Keagamaan* 13, no. 2 (20 December 2015): 393, <https://doi.org/10.31291/jlk.v13i2.232>.

¹² Nurnaningsih Nawawi, 'Asimilasi Lontara Pangadereng Dan Syari'at Islam: Pola Perilaku Masyarakat Bugis-Wajo', *Al-Tabrir: Jurnal Pemikiran Islam* 15, no. 1 (25 August 2015): 21, <https://doi.org/10.21154/al-tahrir.v15i1.168>.

¹³ Walter R. Borg and Meredith D. Gall, *Educational Research: An Introduction* (Longman, 1983).

3) Mr. Dr. Andi Baetal Mukaddas, S.Pd., M.Sn. (Art and Design Expert) Lecturer at the Faculty of Design, Makassar State University.

The research subjects for each stage of activity in this study are as follows: In the preliminary study stage for needs analysis (*need assessment*) the subjects of 95 lecturers were determined by *simple random sampling*. The development stage selected 10 lecturers consisting of leadership elements at IAIN Bone, namely 2 vice-rectors, deans, and deputy deans as well as the head of P3M and the head of SPI who were used as practical test subjects. Experiment activities by taking the subject of effectiveness test as much as 30% of all lecturers at IAIN Bone, namely 50 people. The technique used in sampling the effectiveness test of the product is *simple random sampling*.

The data collection techniques that will be used in this research and development are observation, questionnaires, and interviews. The three data collection techniques are outlined: Observation, Questionnaire, and Interviews. The instruments used in data collection through observation, questionnaire, and interview techniques are observation sheets (observations), interview guidelines, assessment sheets in the form of formats expert validation, and lecturer assessment sheets as users. Based on the type of research used to reveal the validity and effectiveness of Pangadereng-based lecturer performance model products, qualitative and quantitative analysis techniques are used for the purpose and objectives of the stage. Quantitative data analysis is divided into three, namely: 1) preliminary study data analysis/needs analysis, 2) expert development data analysis (expert test) and practitioners/users, and 3) analysis of trial data to potential users to analyze the effectiveness data of the developed model.

Before analyzing the normalized *average gain* or *N-gain (normalized gain)*, *pretest* and *posttest* data are first analyzed with descriptive statistical analysis to find out *the mean, mode,* and total score of each lecturer's performance achievement implementation. Furthermore, to find out the degree of difference in the average before and after using the Pangadereng-based lecturer performance guide model book, a *paired sample* test analysis or *t-test* was carried out.

RESULTS OF THE DISCUSSION

Content of Results and Discussion

The results of the analysis of the implementation of lecturer performance in the field of education and teaching based on *pangadereng* values as a whole can be seen from the following table and diagram:

Overview of the Needs of the Performance Development Model for lecturers in the field of education and teaching based on Pangadereng values

Table 1. The results of the analysis of the Need for Lecturer Performance in the field of education and teaching based on *Pangadereng* values

No	Indicator	Average	Category
1	Implementation of the value of honesty (<i>lempu</i>)	2,85	Keep
2	Implementation of the value of intellectuality (<i>amaccang</i>)	2,86	Keep
3	Implementation of the truth value of speech (<i>there is a tongeng</i>)	2,90	Keep
4	Implementation of the value of shame (<i>siri'</i>)	2,90	Keep
5	Implementation of the value of determination (<i>getteng</i>)	3,00	Keep
6	Implementation of the value of courage (<i>awaraningeng</i>)	2,95	Keep
7	Implementation of the value of affection (<i>nyameng kininnawa</i>)	2,90	Keep
	Sum	2,91	Keep

From the table above, it shows that out of 95 lecturers, the average lecturer said that the implementation of lecturer performance in the field of education and teaching was 2.91 or was in the Medium Good category. Thus, guidelines are needed for lecturers in understanding local culture to assist in carrying out their duties. This is in line with what Dr. A. Ruslan, M.Si. one of the IAIN Bone lecturers said; *"Local wisdom is very important to support campus tasks and create peace and increase human resources to create a civilized and religious campus"*.

From the results of the questionnaire and interview, it can be concluded that the lecturer's performance is still in fairly good condition and needs to be improved and developed.

Design of a Lecturer Performance Development Model in the Field of Education and Teaching Based on Pangadereng Values

The initial design or hypothetical model of the development of the performance of lecturers in the field of education and teaching based on *Pangadereng* at IAIN Bone which was formulated after conducting a needs analysis, structurally as follows:

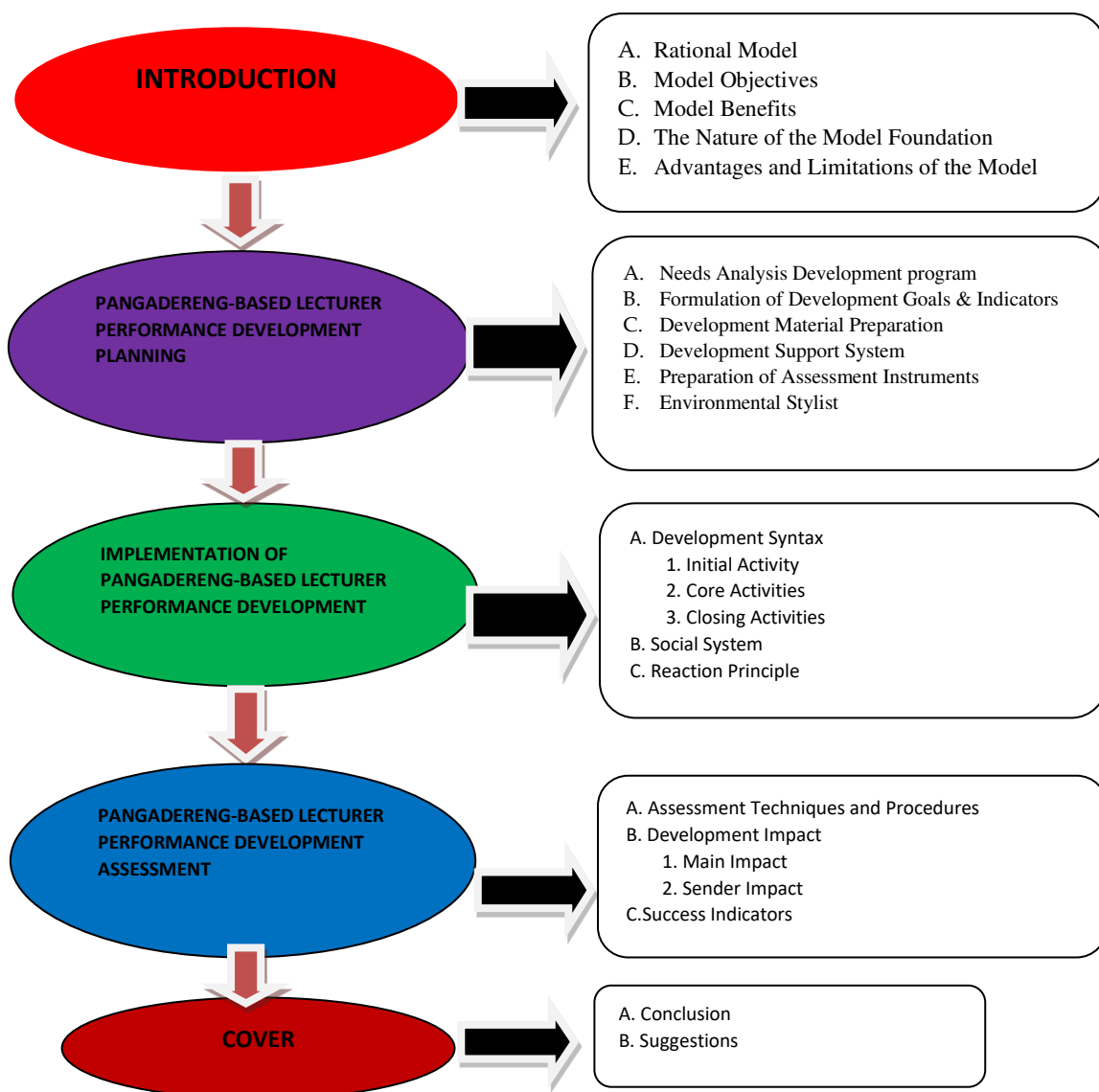


Figure 1. Performance Development Design of lecturers in the field of education and teaching based on *Pangadereng values*

Overview of the Validity and Practicality of the Performance Development Model for lecturers in the field of education and teaching based on Pangadereng values

The validation and revision stage is a stage of a model for developing the performance of lecturers in the field of education and teaching based on *Pangadereng* values which consists of two main activities, namely: (1) expert development (*expert* test), and (2) praxist development (user target test of the lecturer performance model developed).

Product Development Expert Validity Test Results (expert development)

The data on the results of the test of experts in this research and development are presented based on the resulting product as follows:

The results of expert tests on the content (content) of the Pangadereng values-based lecturer performance development model product in the field of education and teaching

The results of expert tests on the content (content) of the guidebook are presented based on the feasibility components of the product, namely: (a) the feasibility of the development foundation; (b) linguistic feasibility; (c) planning the development of lecturer performance in the field of education and teaching based on *Pangadereng* values; (d) implementation of the development of lecturer performance in the field of education and teaching based on *Pangadereng* values; (e) assessment of the performance development of lecturers in the field of education and teaching based on *Pangadereng* values; and (f) closing.

General feasibility (foundation of development and linguistics)

The feasibility of the development foundation

The results of the expert assessment of the validity / feasibility of the development foundation are measured through five aspects with the average value of the assessment results as follows: (1) rationally can provide clarity on the importance of the *Pangadereng-based* lecturer performance development model obtaining an average score of 4.00 with a very valid / very feasible category; (2) objectives in accordance with the results of the lecturer performance model developed with an average score of 3.50 with a very valid / very feasible category; (3) the benefits of the model as expected to obtain an average value of 3.50 with a very valid/very feasible category; (4) the nature / basis of the model used as a reference in accordance with the basis for implementing the performance of lecturers obtained an average score of 3.50 with a very valid / very feasible category; (5) the advantages and limitations of the Pangadereng-based lecturer kinerj development model are clearly outlined in obtaining an average score of 3.50 with a very valid/very feasible category.

Based on the expert assessment, the foundation component of the development obtained an average score of 3.60 with a very valid/very decent category. Overall, the results of the expert assessment show that the foundation components of the development have met the requirements of the product feasibility criteria. This means that the foundation for model development meets the feasibility standards so that it can be used in the lecturer performance development model.¹⁴

Linguistic eligibility

The results of the expert assessment of linguistic validity/feasibility are measured through six indicators with the following average assessment results: (1) the sentence structure used is simple and easy to understand obtaining an average score of 3.00 with a valid/ feasible category; (2) the language used is a simple and easy-to-understand language obtaining an average score of 3.00 with a valid/ feasible category; (3) the language used effectively and communicatively obtained an average score of 3.50 with a very valid/very decent category; (4) simple, precise and effective sentence writing obtained an average score of 3.00 with a valid/

¹⁴ Shofian Atstsaury, Hadiyanto Hadiyanto, and Supian Supian, 'Principal's Strategy to Improve Teachers Professional Competence', *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 5, no. 1 (2024): 1–10, <https://doi.org/10.31538/munaddhomah.v5i1.775>; Neliwati Neliwati et al., 'Curriculum Management in Improving The Quality of Student Learning and Academic Achievement', *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 4, no. 1 (25 February 2023): 115–21, <https://doi.org/10.31538/munaddhomah.v4i1.233>.

feasible category; (5) the writing of the sentence does not give rise to a double interpretation obtaining an average score of 3.50 with the category of very valid/very feasible; (6) precise and clear sentence structure accuracy obtained an average score of 3.50 with a very valid/very decent category.

Based on the expert assessment, the linguistic component obtained an average score of 3.25 with a valid/feasible category. Overall, the results of the expert assessment show that the linguistic component has met the feasibility criteria of a product. This suggests that the linguistic component is very feasible to use in the developed model.

Eligibility of Model Material (content)

Overall, both experts suggested adjusting/revising according to the suggestions in the content of the model book and both gave an assessment that the development model book could be used (very valid).

Results of the Practicality Test (Test of target users of the Lecturer Performance Development Model in the field of education and teaching based on Pangadereng values)

The target test of book users of the model for the development of lecturer performance in the field of education and teaching based on *Pangadereng* values was carried out to measure the practicability of the resulting model book. The model book product is validated by 10 (ten) lecturers from the leadership element at IAIN Bone as the target user, the data from the practicality test by users in this research and development are presented based on the product practicality component with four assessment indicators, as follows: (1) development tools, (2) presentation feasibility, (3) language feasibility and (4) development assessment.

The practicality test shows that the product of the *Pangadereng* values-based lecturer performance development model book in the field of education and teaching at IAIN Bone has met the standards of practicability criteria so that it is very practical to be used in the context of developing lecturer performance in the field of education and teaching based on *Pangadereng* values. Thus, by making this development model book one of the guidelines for carrying out lecturer duties, it will be able to improve lecturer performance in a better direction.

Effectiveness of the Performance Development Model for lecturers in the field of education and teaching based on Pangadereng values at IAIN Bone

The results of the calculation of the N-Gain Score for the performance of lecturers in the field of education and teaching show that the average score is 0.70, after being confirmed to the table of criteria the *normalized N-Gain Score* is in the high category. The results of the calculation of the *N-Gain Score* show that the performance of lecturers in the field of education and teaching is based on *Pangadereng* values with an average score of 0.70. When confirmed to the *normalized N-Gain Score* criteria table, then the score of 0.70 is in the high category ($0.70 \leq g \leq 1.00$). Thus, it shows that the provision of assistance in the form of a guidebook for the development of lecturer performance in the field of education and teaching based on *Pangadereng* values to lecturers at IAIN Bone has a better level of performance achievement.

Discussion

This discussion contains the meaning or interpretation of the findings of research and development. Based on the results of the study, it shows that overall the implementation of the performance of lecturers in the field of *Pangadereng*-based education and teaching at IAIN Bone is in the Medium/Quite Good category. This is a condition that requires improving the performance of lecturers in terms of planning, implementing, and assessing the learning process in a better direction, as mandated by the Teacher and Lecturer Law number 14 of 2005 in article 60 paragraph b that in carrying out professional duties, lecturers are obliged to plan, carry out the learning process, and assess and evaluate learning outcomes. The three stages starting from planning, implementation, and evaluation must be carried out properly, this is in line with

research on Descriptive Studies of Lecturer Performance in the Learning Process at the University of Muhammadiyah Surakarta with the results of research suggesting that good learning process, namely delivering lecture systems at the beginning and determining lecture methods and motivating students to be active in following the process learning.

In carrying out the duties of lecturers, it is hoped that they can improve their services to the teaching and learning process so that they can create outputs that have competence and are competitive in the world of work.¹⁵ To create this goal, lecturers must have intelligence and understand the principles of honesty, correct words and humanize each other. In line with the results of the research, the professionalism of lecturers must be further developed regarding experiential, discipline, responsibility, work intensity, initiative, and attitude.¹⁶ Because the professionalism of lecturers will improve their performance in providing teaching to students.

Kajao Laliddong explains that: *riase macca pinru ada. tau tessalae ri pangadereng. riase macca dupai ada. tau tessalae rirapang. Tau tettonge riada tongeng. Tau tettakalupae ri bicarea.*¹⁷ "... riaseng macca mpinruk ada, tau tettasalaé ri pangaderenggé", and "... riaseng macca duppai ada, tau tettasalaé ri rapanngé", as well as "... tau tenngallupa surona ri ada tongenngé, tau tettakalupae ri bicaraé. "That is to say: to be called smart to arrange words is a person who does not violate *Pangadereng*, to be called smart to respond to words is a person who does not violate words, and unforgettable his messenger conveys true words, a person who does not speak to *speech*. In connection with the implementation of their duties, lecturers must be smart in arranging their speech so as not to damage the order of life adopted by the *Bugis* people or appreciate the local wisdom of *Bugis* humans.

The performance of lecturers in the field of education and teaching based on *Pangadereng* values, namely the appearance of lecturers' work in the learning process, should be guided by *Pangadereng* values and norms as previously stated. *Pangadereng* values in the implementation of lecturer performance in the field of education and teaching are cultures that are followed together as social controllers who regulate in behaving for lecturers in the process of implementing learning guided by *pangadrenng* values, namely:

Lempu (Honesty Value)

Honesty is the main foundation in establishing relationships with others and is one of the very basic factors in human life. In pappaseng it is expressed: "*Aja' nasalaiko acca sibawa lempu. Naiyya riasengé acca dégaga masussa napogau, déto ada masussa nabali ada madécéng malémma'é. Mateppe'i ripadanna ripatau. Naiyya riasenggé lempu makessinggi gau'na, patujui nawanawana, madécéngngi ampéna, namétau ri Déwata Séuwaé*". That is to say: Do not be left behind by prowess and honesty. The so-called capable is nothing difficult to implement, nor is there any speech that is difficult to greet with kind and meek words, trusting in all human beings. The so-called honest, good deeds, right mind, good behavior, and fear of God.¹⁸ Lecturers in carrying out their duties should have an honest nature, right mind, and good behavior so that the learning process runs well by the

¹⁵ Musdalifah Alwi and Lusua Mumtahana, 'The Principal's Strategy in Improving the Quality of Teacher Performance in the Learning Process in Islamic Elementary Schools', *Kharisma: Jurnal Administrasi Dan Manajemen Pendidikan* 2, no. 1 (17 April 2023): 66–78, <https://doi.org/10.59373/kharisma.v2i1.18>; Szufang Chuang, 'The Applications of Constructivist Learning Theory and Social Learning Theory on Adult Continuous Development', *Performance Improvement* 60, no. 3 (2021): 6–14, <https://doi.org/10.1002/pfi.21963>.

¹⁶ Chairunnisa Amelia et al., 'The Principal's Role as Education Supervisor in Improving Teacher Professionalism', *Nidbomul Haq: Jurnal Manajemen Pendidikan Islam* 7, no. 1 (6 April 2022): 144–55, <https://doi.org/10.31538/ndh.v7i1.2075>.

¹⁷ Benjamin F Matthes, *Boeginesche Chrestomathie, Door BF Matthes: Uitgegeven Voor Rekening van Het Nederlandsch Gouvernement*, vol. 3 (CA Spin & Zoon, 1872).

¹⁸ Khusnul Khotimah, Neti Karnati, and Sutjipto Sutjipto, 'Good Governance in Education Department Indonesia: Balanced Scorecard Framework', *International Journal of Social Science Research and Review* 5, no. 5 (30 April 2022): 13–22, <https://doi.org/10.47814/ijssrr.v5i5.269>.

planning that has been prepared before teaching so that learning objectives are achieved effectively and efficiently.¹⁹

Honesty must be expressed and embodied by the actions of a lecturer who always conveys to his students to respect and not take away the rights of others. So that in the end, the honesty of lecturers will have a good impact on students in particular and the campus in general in the form of the size of the campus and the welfare of the academic community.

Amaccang (Intellectual Value)

A lecturer must be intelligent and scholarly. Intellectuality is closely associated with honesty.. These two qualities are honest and capable referring to speech and behavior. The two are intertwined with each other and cannot be separated. In line with Kajao Laliddong's opinion in Latoa about intellectuality (*acca*) and its association with honesty (*lempu*): "*makkedai Arumponé, aga sabbinna accaé Kajao?, makkedai Kajao Laliddong gau'é sabbinna accaé Arumponé, makkedai Arumponé, agana ripogau Kajao?, makkedai Kajao Laliddong iyyana ripogau Arumponé temmangkalinga ada maja ada madécéng*" Benjamin F Matthes, *Boeginesche Chrestomathie, Door BF Matthes: Uitgegeven Voor Rekening van Het Nederlandsch Gouvernement*, vol. 3 (CA Spin & Zoon, 1872).. That is to say, Arumponé, what is the witness to the cleverness, O Kajao? Said Kajao Laliddong, Behavior/deeds are the witnesses to his cleverness, O Arumponé. What does that do, Hi Kajao? Said Kajao Laliddong, it is what is done, O Arumponé, ignoring good words and bad words. Lecturers in carrying out learning should not be influenced by ridicule and insults and are not complacent to the persuasion and praise of others.²⁰ The implementation of educational and teaching tasks under the regulations or academic culture that is followed together is not afraid of threats and is not tempted by bribes and gifts of students.

There's a Tale (The Value of Speech Truth)

If a person can maintain his emotional balance, then he will always say with the right speech (*there is a tongeng*) Hafied Cangara, 'Pengantar Ilmu Komunikasi', 2012.. *There is a tongeng*, related to speech that is to say the truth, not to lie, no fabricated speech. A person cannot behave honestly without being accompanied by *a tongeng*. Similarly, it is impossible to be firm and consequential (*getteng*) without being built with *Lempu* and *Ada tongeng*.

The implementation of lectures requires lecturers to have *a tongeng* that begins with intention then incarnates into *Sadda* (an unspoken word) which is the result of an afterthought of the heart then revealed the right heart from the correct word leads the lecturer to realize it in deeds and behaviors through the learning process so that it will gain the trust of students because of the compatibility between words and deeds from lecturers. In evaluating learning outcomes, the lecturer gives the final project to students in accordance with the material that has been taught in the learning process so far.²¹ There is a compatibility between the teaching material and the evaluation of the learning provided.

Series' (Value of Shame)

Siri' for bugis is a value of individuality related to self-esteem, self-respect, and shame. Don't want to be humiliated for no apparent reason. Likewise, between the academic community in a university, it is necessary to uphold the *siri'*, cooperate with each other to maintain the *siri'* of each other, the lecturer takes care of the *siri'* of the students and vice versa the students also take care of *the siri'* of the lecturers.

Lecturers must come and be in the classroom on time because they feel ashamed (*siri'*) to students if they are late and unable to carry out tasks properly in order to create a learning process. If the lecturer is accustomed to attending class in time, it directly motivates students to

¹⁹ Danielle E. Kaplan, 'Creativity in Education: Teaching for Creativity Development', *Psychology* 10, no. 2 (31 January 2019): 140–47, <https://doi.org/10.4236/psych.2019.102012>.

²⁰ Ainal Mardhiah and Fakhrol Rijal, 'Learning Strategy for Lecturers of PAI UIN Ar-Raniry Banda Aceh During the Covid-19 Period', *Tafkir: Interdisciplinary Journal of Islamic Education* 4, no. 2 (14 July 2023): 335–50, <https://doi.org/10.31538/tjje.v4i2.498>.

²¹ Fahmi Siti Fatimah et al., 'Learning Fiqh Based on the TAPPS (Think Aloud Pair Problem Solving) Method in Improving Student Learning Outcomes', *At-Tadzkir: Islamic Education Journal* 2, no. 1 (21 January 2023): 1–15.

arrive early because they must feel uncomfortable or embarrassed (*siri'*) to the lecturer if they arrive late. This is what is said to be mutually guarding the *siri'* between lecturers and students.

According to Mattulada²² that only by enforcing legal certainty, the purpose of each Bugis person's life, which is to ensure the establishment of self-dignity as a human being who is inferred in the concept of *siri'*, can bring peace to social life. A person who lives the honesty of his life, speaks according to the right words and has the cleverness and courage that he all leans to the *siri'*, then becomes a man who is like a luminous jewel. So when the lecturer is able to be honest in learning, issue the right words in front of students and have intelligence and dare to issue convincing arguments to students, the lecturer becomes a role model respected by students and maintains the authority and charisma of an lecturer.²³

Getteng (The value of determination)

The value of *Getteng* is good constancy meaning that by holding the value of good constancy then people settle for not doing unkindness, and are determined to do good, even though the bad attracts his heart but he already knows about his ugliness and then he does not do it anymore, even if it is not going to be done, then it is known that it is good, then it is done.

Referring to one attitude, namely being consistent, is a trait that indicates determination towards something or circumstances that do not change. This attitude suggests that with the value of constancy is not easy to change in terms of stance or belief. This attitude is shown through behavior of being faithful to promises or pledges, not canceling decisions and always stopping when the work is done.

Concerning this constancy, there is a message relating to it. tElu riyl todo ainyritu gEtE lEPu sibw ad toGE. "*Telluriala toddo' iyanaritu getteng, lempu sibawa ada tongeng*" (There are three things that can be used as a benchmark, namely constancy, honesty and correct speech). Three things that can be used as a benchmark so that we stay on the right path and become the trust of the surrounding community are constancy, honesty and right speech.²⁴ Lecturers as much as possible have firmness in the learning process so that lecturers will not stop teaching before the subject matter has been discussed or completed the material at each meeting or face-to-face.²⁵

Awaraningeng (The value of courage)

Lecturers as state civil apparatus (ASN) must have courage in carrying out their duties and responsibilities both as citizens and as learning agents in the classroom, lecturers must work by their respective duties and roles. Lecturers should not feel terrified when they hear bad news, and can become protectors and admirers of students.

Lecturers must have the courage to develop a SYLLABUS before conducting lectures guided by the message that: "*narékeko engka gau' mélo' mupogau' tennapujivi napessummu, napujiwisa tannga'mu, pogau'i, mu'engka ja'na, teccia ja'na apa'dé' purai décéna totturusiénngi napessunna, sanngadinna narékeko nakekiturusiwiba tannga'na tau maégaé*". That is to say if there is something you want to do that is against your will but is approved by your consideration, do it because even if there is a bad thing, it is not much. For it is of no good to one who indulges in his passions, except in line with the considerations of the multitude. If there is a job that will be carried out and has gone through a process of careful consideration and good reason, the lecturer should not be overwhelmed with doubts to do this, especially for the benefit of the crowd and the interests of most students, this is where the courage of a lecturer is required to show his responsibility.

²² Mattulada, *Latoa: Suatu Lukisan Analisis Terhadap Antropologi Politik Orang Bugis* (Yogyakarta: Gajah Mada University Press, 1985).

²³ Muhammad Umair Khan Usman et al., 'Fostering Islamic Personality Students through The Role of Islamic Religious Education Teachers', *At-Tadzkir: Islamic Education Journal* 3, no. 1 (11 February 2024): 15–25, <https://doi.org/10.59373/attadzkir.v3i1.34>.

²⁴ A Hasan Machmud, *Silasa: Kumpulan Petuah Bugis-Makassar* (Saudagar, 2000).

²⁵ Agus Idris, Sutaryat Trisnamansyah, and Iim Wasliman, 'Implementation of The Internal Quality Assurance System in Improving School Quality', *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 3, no. 1 (23 April 2022): 27–34, <https://doi.org/10.31538/munaddhomah.v3i1.96>.

Motivating students to study harder and dare to make decisions is also the responsibility of the lecturer, a student as an *agent of change, the man of critic* must dare to come forward to intercede for any changes and dare to criticize any policy that is not in favor of the people and the general public. Lecturers must have the courage to take actions that have become mutually agreeable and do not conflict with applicable laws and regulations for the benefit of the public.

Nyamengkininnawa (The value of affection)

"*Limai rupanna mappasalab nawa-nawa enrenngépatu ada patuju, maserro cinnaé, nabettu rio, nalipu tau, nawajui bacci, maraja teaé.*" That is to say: Five mind-destructive traits and the appearance of the word are true: 1) the nature of being eager; 2) overjoyed; 3) overwhelmed with fear; 4) intoxicated with hate; 5) too unwilling A Rahman Rahim, *Nilai-Nilai Utama Kebudayaan Bugis* (Ombak, 2011).. Lecturers really should not have this trait, lecturers cannot have excessive desires because it will justify all kinds of ways to fulfill these desires, and lecturers should not feel excessive joy because it will make them forget that lecturers are role models for students and the community, lecturers should not feel excessive fear because in carrying out their duties and responsibilities they have been guaranteed security by the state, Lecturers should not hate excessive, especially to students, lecturers must give equal treatment to all their students and lecturers must also not have too unwillingness if they are given duties and responsibilities by the leadership or state duties because lecturers are state servants and community servants.²⁶

"*Eppai tanranna to kénawa-nawaé, namaélorini pégau patuju, napuji makkeka ada patuju, moloi roppo-roppo naréwe paimeng, molaié laleng namatike.* It means four signs of a person who has a mind: 1) a love of righteous deeds; 2) like right words; 3) the time facing the bush he receded; 4) time goes the flat road he is careful. Rahim.. Lecturers are expected to have this fourth trait, namely lecturers must like right deeds because what is done by lecturers will be an example for their students, lecturers must issue correct words because once the lecturer issues false words whenever will not get trust by students, if in the learning process there are difficulties then the lecturer must return to read supporting literature about the lecture material taught do not teach Vagueness to students due to the ignorance of the lecturer about the material but again learn more to find answers to the problems found.²⁷ Therefore, a lecturer must be careful in providing information to students, it must be supported by data and facts and theories that are clear and correct in their existence.

A lecturer is supposed to provide services to students whenever and wherever they need, not knowing the time and place, in line with the message of parents that *pklEbiai pdmu rup tau. "Pakalebbii extinguished you form of tau"* (glorify your fellow human beings). By providing services to students without knowing time and space, the lecturer has glorified fellow human beings even though the person is a student because the student is basically a human being who needs to be appreciated.²⁸

Meaning of the components in the design of the Pangadereng values-based lecturer performance development model book in the field of Education and teaching based on Pangadereng values which consists of five components, namely: a) introduction, b) planning, c) implementation, d) assessment of lecturer performance development in the field of Education and teaching based on *Pangadereng* values and e) closing.

²⁶ Fitriyana Fitriyana et al., 'Servant Leadership and Perceived Organizational Support for Lecturer Loyalty Through Empowerment', *Tafkir: Interdisciplinary Journal of Islamic Education* 4, no. 1 (5 March 2023): 113–27, <https://doi.org/10.31538/tijie.v4i1.318>.

²⁷ Kiki Farida Ferine et al., 'An Empirical Study of Leadership, Organizational Culture, Conflict, and Work Ethic in Determining Work Performance in Indonesia's Education Authority', *Heliyon* 7, no. 7 (1 July 2021): e07698, <https://doi.org/10.1016/j.heliyon.2021.e07698>.

²⁸ Murharyana Murharyana et al., 'The Effects of Islamic Religious Education Learning on Students' Motivation', *At-Tadzkir: Islamic Education Journal* 3, no. 1 (10 February 2024): 1–14, <https://doi.org/10.59373/attadzkir.v3i1.44>.

First, the introduction section consists of: 1) a rational model that contains the importance of developing lecturer performance in the field of Education and teaching based on Pangadereng values, empirical evidence regarding the level of implementation of lecturer performance so that it can be said that the knowledge, understanding and behavior of lecturers have not been maximized related to the local culture embraced by the community called *Pangadereng*. Thus, a development model is needed that can foster an invaluable cultural vehicle and has a very deep and very principled meaning to be used as a benchmark in carrying out duties and responsibilities as a lecturer, 2) the purpose of the model is that through this model lecturers can understand and carry out their duties well according to *Pangadereng values*, 3) the benefits of this model can be a guideline and reference as well as a tool / media for lecturers in the implementation of their performance, 4) The nature / foundation of the model consists of theoretical foundations and legal foundations which are the basis of theories supporting the performance development model of lecturers in the field of Education and teaching based on *Pangadereng values*, 5) The advantages and limitations of the model contain information that shows the advantages of the developed model, Through this model, lecturers are able to overcome their needs, produce a product that can increase productivity and effectiveness of performance implementation. The limitation is that it takes a long time, and requires awareness and motivation from the lecturer to know and understand and carry it out.

Second, planning for the development of lecturer performance in the field of Education and teaching based on Pangadereng values consists of several parts, namely: 1) analysis of the needs of the development program, this is intended to provide guidance to users of model books and procedures for analyzing lecturer needs in planning the performance of lecturers in the field of Education and teaching based on *Pangadereng values*, 2) formulation of development objectives and indicators, development objectives are prepared as guidelines for lecturers in planning lecturer performance and development indicators consisting of educational and teaching aspects 3) preparation of lecturer performance development materials in the field of Education and teaching based on *Pangadereng values* consisting of three material concepts, namely the concept of lecturer performance, the concept of *Pangadereng* and the concept of *Pangadereng*-based lecturer performance, 4) development support systems are all facilities, materials / infrastructure, learning tools (model books and lecturer performance assessments) that support the implementation of *Pangadereng*-based lecturer performance development., 5) preparation of assessment instruments containing how to plan *pangadereng*-based lecturer performance development assessment instruments which includes aspects of lecturer performance in the field of education and teaching, 6) management of the development environment, this is done to strengthen the implementation of development activities consisting of program structuring, structuring lecturers, and structuring policies.²⁹

Third, the implementation of the development of lecturer performance in the field of Education and teaching based on *Pangadereng values* has model components, namely: 1) the development syntax is the steps of the development model consisting of three stages, namely stage 1 initial activity, stage 2 core activity, and stage 3 closing activity., 2) social system is a condition or situation and rules that apply in a learning model or communication pattern between lecturers and other lecturers in the discussion process., 3) reaction principle is a pattern of activity that describes the lecturer's reasonable response to the material discussed, the principle of reaction is related to the techniques applied in reacting to the behaviors of lecturers in the FGD prose.

²⁹ Dania Dania, Nur Sari Dewi, and Kafrawi Kafrawi, 'The Development Model of Human Resources at Islamic Universities in Aceh', *Jurnal Ilmiah Peuradeun* 9, no. 1 (30 January 2021): 103–22, <https://doi.org/10.26811/peuradeun.v9i1.450>; Lily Thamrin, Dyoty Aulia Gilda Ghasya, and Rio Pranata, 'The Practicality of Developing a Multi-Split Model Based on the Hands-on-Mind Approach as a Reconstruction of Basic Literacy and Character Values', *Jurnal Ilmiah Peuradeun* 11, no. 3 (30 September 2023): 949–64, <https://doi.org/10.26811/peuradeun.v11i3.905>.

Fourth, the assessment of lecturer performance development in the field of Education and teaching based on *Pangadereng* values is an ongoing process to describe lecturer performance so that it can be used as the basis for developing lecturer performance as a whole and continuously. Assessment consists of several parts, namely: 1) assessment techniques and procedures are activities carried out in order to evaluate the development of lecturer performance, 2) development impacts consisting of the main impact, namely increasing knowledge and understanding of *Pangadereng*-based lecturer performance and accompaniment impacts, namely covering effective aspects that are long-term in nature sourced from *Pangadereng* values, 3) success indicators, namely if the average acquisition score of a lecturer is above the average score of the assessment guidelines, it can be concluded that the implementation of the lecturer performance development model in the field of Education and teaching based on *Pangadereng* values has gone well.

Fifth, the conclusion consisting of conclusions and suggestions containing the importance of using a model book for developing lecturer performance in the field of Education and teaching based on *Pangadereng* values

The results of the analysis of expert test data on the performance development model of lecturers in the field of Education and teaching based on *Pangadereng* values developed have the meaning that:

First, the development and linguistic foundations used have met the standards of product eligibility criteria. *Second, judging from the planning for the development of lecturer performance in the field of Education and teaching based on Pangadereng values, starting from outlining the analysis of the needs of the development program, formulating goals and indicators, clearly outlining the content of the material, paying attention to the support system, compiling assessment instruments to structuring the environment, being in the category of very valid / very feasible. Third, the results of the assessment of the material for the implementation of lecturer performance development in the field of Education and teaching based on Pangadereng values which are measured through indicators, namely: development syntax, social systems and reaction principles are very valid/very feasible so that this development model book can be said to be very helpful for lecturers in preparing steps in developing lecturer performance starting from the initial activity stage is a preparatory stage Discussion on the performance development model of lecturers, at this stage everything is prepared that supports the smooth implementation of the program. Fourth, the results of the assessment related to the assessment of the development of lecturer performance in the field of Education and teaching based on Pangadereng values are measured from three indicators, namely: 1) assessment techniques and procedures, 2) development impact, and 3) indicators of development success are in the category of very valid/very feasible so that it can be said that the assessment techniques and procedures carried out in order to evaluate / assess the development of lecturer performance Pangadereng-based is very much in line with assessment standards. This is in line with Berk³⁰ opinion that performance appraisal is a process of collecting data by means of systematic observation to make decisions about individual performance. The impact of development is through the application of the *Pangadereng*-based lecturer performance development model, it will increase the knowledge, concepts, and understanding of *Pangadereng* values. Fifth, the results of the assessment related to the face of the model book as measured from three aspects of assessment, namely graphic size, book skin design and book content desai show that the face of the model book is in the valid category or can be used after undergoing minor revisions.³¹*

³⁰ R.A. (Ed) Berk, *Performance Assesment* (Baltimore: The Johns Hopkins University Press, 1986).

³¹ Anna Wiewiora and Anetta Kowalkiewicz, 'The Role of Authentic Assessment in Developing Authentic Leadership Identity and Competencies', *Assessment & Evaluation in Higher Education* 44, no. 3 (3 April 2019): 415–30, <https://doi.org/10.1080/02602938.2018.1516730>.

The user target test shows that the book product model for developing lecturer performance in the field of Education and teaching based on *Pangadereng* values is very practical to use by lecturers. This is evidenced by the preparation of development tools that arouse the motivation and curiosity of lecturers, the feasibility of presenting is very interesting and fun so that it encourages lecturers to be actively involved and take place democratically and in accordance with the level of ability of lecturers. The feasibility of a language that uses good and correct Bugis Indonesian and language and the clarity of the information conveyed. Assessment of development in accordance with indicators and procedures for developing lecturer performance.

From the results of the practicality test, it means that lecturers as product users get convenience and guidelines in working because the aspects developed in the model book make it easier for lecturers to develop performance in accordance with *Pangadereng* values. The results of the product development test show that efforts are needed to improve lecturer performance through several ways including the implementation of a discussion group forum by compiling themes about lecturer performance development, providing understanding and knowledge to lecturers on how to carry out lecturer performance in the field of Education and teaching based on *Pangadereng* values. This is in line with the research of Retnowati namely that the results of lecturer performance development are in accordance with theory, FGD, and empirical evidence obtained that lecturer performance is assessed with four aspects, namely; education/teaching, research, and community service as well as the capacity of lecturers.³² Also in line with research which states that in establishing a program of lecturer development activities, several alternatives are carried out, one of which is coaching through seminars and scientific discussions for lecturers who are targets or forums that provide possibilities for lecturers to develop their abilities.³³

Lecturer performance development is very important to be carried out in order to improve lecturer performance in a higher education institution, various ways and strategies can be implemented for the development of lecturer performance both institutionally or formally and individually based on the desire of lecturers to improve the way they work.³⁴ The provision of local wisdom material is one of the efforts to make it easier for lecturers to understand the characteristics of the local culture where they serve and this is one of the efforts to make it easier for lecturers to carry out their duties and responsibilities because lecturers understand and know the *local genius* of the community.

Analysis of the results of the effectiveness test on the achievement of lecturer performance in the field of education and teaching based on *Pangadereng* values in general shows that there are differences in lecturer performance achievements before and after the use of lecturer performance development models in the field of education and teaching based on *Pangadereng* values at IAIN Bone. The difference in score or *gain* shows that lecturers who have been given material or understanding and knowledge about the *Pangadereng-based* lecturer performance development model have better lecturer performance achievements than before obtaining material or knowledge about the lecturer performance development model. This result is in line with that professional development in addition to coming from internal can also be improved through seminars, so that the development of lecturers in the understanding of their knowledge, honest attitude, both separately and in unison contributes positively to the performance of lecturers.

³² Trie Hartiti Retnowati, Djemari Mardapi, and Badrun Kartowagiran, 'Kinerja Dosen Di Bidang Penelitian Dan Publikasi Ilmiah', *Jurnal Akuntabilitas Manajemen Pendidikan* 6, no. 2 (2018): 215–25.

³³ Dinar Putri Pratiwi and Jumirah Warlizasusi, 'The Effect of Principal Leadership and Work Motivation on Junior High School Teacher Performance', *Kharisma: Jurnal Administrasi Dan Manajemen Pendidikan* 2, no. 1 (15 April 2023): 18–25, <https://doi.org/10.59373/kharisma.v2i1.16>.

³⁴ Imaduddin Imaduddin, 'Madrasah Teacher Performance Improvement Through Madrasah Head Leadership and Teacher Motivation', *Nidbomul Haq: Jurnal Manajemen Pendidikan Islam* 8, no. 2 (1 September 2023): 255–67, <https://doi.org/10.31538/ndh.v8i2.3902>.

The difference in *gain score results* for each aspect of lecturer performance shows that the lecturer performance development model in the field of education and teaching based on *Pangadereng* values has a positive effect on lecturer performance. This is in line with the research of that to improve the development of lecturer performance, monthly discussion programs need to be improved, and research and community service need to be properly organized and recorded. Therefore, by conducting a Discussion Group Forum, the increase in knowledge and understanding of lecturers related to lecturer performance can be further improved. This is in accordance with the results of research *that improving lecturer performance is one of the efforts to improve the quality of education in higher education, both professional quality and service quality. This can be done by implementing management that supports the duties and responsibilities of lecturers as part of the academic community. Through a discussion group forum (FGD), knowledge, understanding and application of lecturer performance development models in the field of education and teaching based on Pangadereng values can improve lecturer performance at IAIN Bone.*

CONCLUSIONS

The description of the performance development model for lecturers in the field of education and teaching based on *Pangadereng* values at IAIN Bone is in the medium category. However, it was found that the application of *Pangadereng* values was guided by the values of *lempu, amaccang, ada tongeng, siri', getteng, awaraningeng* and *nyameng kininnawa* to be used as a reference in carrying out the duties of lecturers. Therefore, it is very important to develop a lecturer performance model in the field of education and teaching based on *Pangadereng values* in the future. The design of the lecturer performance development model in education and teaching based on *Pangadereng* values includes the following stages: a) Preparation, b) Planning, c) implementation, d) assessment of the *Pangadereng*-based lecturer performance development model based on *Kajao Laliddong*. This design is a model for developing lecturer performance that can be a reference and guideline for lecturers in developing their *Pangadereng*-based performance. The results of the validity level test of the lecturer performance development model in education and teaching based on *Pangadereng* values are in the very valid category, while the level of practicality is in the very practical category. Thus, the development model has met the standards of validity and practicality so that it is very feasible to be used to develop lecturer performance. The model of developing lecturer performance in the field of education and teaching based on *Pangadereng* values at IAIN Bone is effectively used by lecturers in carrying out their duties related to aspects of lecturer performance in the field of education and teaching.

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