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INITIAL NEEDS ANALYSIS OF PANCASILA-AND SATU TUNGKU TIGA BATU-BASED SCHOOL MANAGEMENT IN FAKFAK

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Abstract

Fakfak, West Papua, is home to a multiethnic and multireligious society that lives by the philosophy of Satu Tungku Tiga Batu, yet it remains unclear to what extent Pancasila values and local wisdom are present in school management. This study mapped the initial conditions and needs of school management based on Pancasila values and local wisdom, as a basis for developing a management model. This descriptive, mixed-methods study was conducted in three schools: MTs Tahfidzul Qur'an Muhammadiyah, MTs Negeri, and SMP PGRI Fakfak. Data came from an 18-item managerial observation, document review, interviews, and a 12-item needs questionnaire, and were analyzed descriptively using need–condition gaps. Planning was the weakest aspect (mean 1.75 out of 4), mainly because the involvement of the school committee, religious leaders, and customary leaders had not been documented. The other aspects were generally in operation (score 3) but were not documented or formulated in written guidelines. Positive gaps emerged in preparing plans based on self-evaluation, coaching teachers, and following up supervision. The main need is not to introduce new values but to formalize and operationalize existing ones within the school management cycle. These findings are preliminary because the instruments have not yet been validated.

Keywords: *needs analysis; school management; Pancasila values; local wisdom; Fakfak*

Introduction

Schools are not merely places where learning takes place; they are also organizations that must be planned, organized, implemented, and supervised if their educational goals are to be achieved. In an ethnically and religiously diverse region such as Fakfak Regency, West Papua Province, this kind of management takes place within a community that already has its own ways of maintaining togetherness. Fakfak residents understand the philosophy of Satu Tungku Tiga Batu (One Hearth, Three Stones) as a symbol of the three major religions in the region, namely Islam, Protestant Christianity, and Catholicism, which sustains harmony in families and in society (Kasim et al. 2025). Nur (2022) showed that this value helps a multiethnic and multireligious community absorb a shared cultural value system, and that education

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