The Heritage of *Toraja* Cultural Values in the Academic Context of a Higher Education in Toraja

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ABSTRACT

The purpose of this study is to investigate how the implementation of the inheritance of *Tongkonan* Values in the academic context of UKI Toraja. This research uses a qualitative approach using a case study method that focuses on a university, namely the Indonesian Christian University of Toraja. The informants in this study were elements of the Toraja Church Synod Workers Board, Makale Christian College Foundation Board, University Management and UKI Toraja academic community, and Toraja community leaders. This research data was obtained through observation instruments and interviews. The data analysis technique used is thematic analysis through coding of interview transcripts or observation note. This study confirms that as a vibrant centre for social and intellectual activities, UKI Toraja is a vital hub for fostering community bonds, and as a community development centre, it plays a crucial role in driving positive change and contributing to the overall advancement of the Torajan community, exemplifying a holistic approach to societal well-being that preserves traditions while embracing progressive change.

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1.   INTRODUCTION

The global landscape of higher education has undergone significant transformations, encompassing various key changes. Digitalization and online learning have revolutionized education, making it more accessible, flexible, and affordable through platforms like MOOCs and virtual classrooms. Internationalization efforts are fostering cross-cultural understanding and knowledge exchange, while a heightened focus on research and innovation addresses complex global challenges. Quality assurance mechanisms ensure graduates are equipped with relevant skills, alongside a growing emphasis on lifelong learning and flexible education pathways. Diversification of funding sources sustains educational offerings, while efforts towards equity and inclusion aim to address disparities in access and success.

Moreover, adaptation to demographic shifts necessitates innovative approaches to meet the diverse needs of students.

The higher education system is undergoing a major transformation, the central element of which is the development of a market-oriented operating model. To face these challenges, universities must build a vision on the development of an organizational culture characterized by a performance orientation (Mikušová et al., 2023). A key factor in building a competitive organization is the development of an organizational culture that supports strategic goals (Leso et al., 2023). The operational conditions of higher education that are managed by expecting many students to be accepted, will not be possible without an attractive institutional culture (Sewandono et al., 2023). The culture of higher education institutions not only determines the performance of lecturers and other employees, but also contributes to student performance and commitment.

A case study that can be used as an example is a research conducted at a higher education institution where the culture not only influences the performance of lecturers and other employees but also contributes to the performance and commitment of students (Akanji et al., 2020; "How Organizational Culture Can Shape Leadership Style: The Example of Nigerian Universities," 2020; Jepson, 2009; Oyewobi et al., 2016; Zhu et al., 2023). In this study, researchers can analyze how the values, norms, and habits embedded in the organizational culture of higher education institutions affect students' learning motivation, active participation, and academic achievement. For example, research findings may indicate that colleges with a culture that promotes collaboration, reciprocal support between lecturers and students, and an inclusive culture that considers the needs and aspirations of students tend to have higher retention rates and academic outcomes. On the other hand, institutions with cultures that tend to be authoritarian, competitive, or less supportive may face challenges in creating an adequate learning environment for students. Thus, this study provides an overview of how the culture of higher education institutions influences the performance and commitment of students, and its relevance to achieving their academic goals.

Indonesian universities are currently facing various major challenges that need to be responded carefully, economic globalization and the information technology revolution are two major forces that greatly affect the world of Indonesian higher education (Sukmayadi & Halim Yahya, 2020). As a social institution traditionally tasked with developing science and technology, universities are the institutions that feel the most social demands for such global changes (Alam & Mohanty, 2023). The business world, government and society that require new science based on information technology, biotechnology and other multidisciplinary sciences will demand universities to meet their needs for higher science and technology (Plugmann, 2022). Higher education must also answer the challenges of the relevance of education and work, where what is needed now is that it needs to be adjusted to the development of the era and science and technology while still paying attention to aspects of humanities.

Higher education is implemented by the communityhrough social service agencies or foundations that have received recognition from the government (Moshtari & Safarpour, 2023; Shaya et al., 2023). The development of higher education organizations must experience a shift in the quality of service, be managed properly and transparently, developed based on a clear vision and mission, and be followed and implemented by every individual involved in the management of the university (Dzimińska et al., 2018). In the face of intense competition, universities must develop strategies that allow them to have different characteristics that are distinctive patterns as a reflection of the identity, vision, mission, and strategy of the university concerned.

Higher education institutions like business organizations have structures and processes, missions, goals, and strategies to achieve those goals. And, as in the case of business organizations, higher education institutions are influenced by strong external forces such as demographic, economic, and political conditions; yet they are also shaped by powerful forces emanating from within (Czerniewicz et al., 2023). This internal dynamic is rooted in the history of the organization and derives its strength from its values, processes, and goals. The culture of a higher education institution is reflected in what it does, how it is done and who is involved in doing it. It involves decisions, actions, and communication, both on an

instrumental and symbolic level (Smith & Fredricks-Lowman, 2020). It involves stories, specific language, norms, institutional ideologies, and attitudes that emerge from individual and organizational behavior.

The debate about the interaction between religion and higher education has long been framed by assumptions about the power of secularization of educational institutions (Glanzer, 2022). Spiritual formation and character development are the desired outcomes of the integration of faith and learning being the main goals of Christian universities (Otto & Harrington, 2016). Christian Universities were established to integrate Christian principles and values into academic life (Miner & Beilharz, 2023). The goal of this integration is to offer services that are holistic and contribute positively to transforming society. Thus, spirituality involves the affective experiences of students, lecturers, and other key stakeholders. The history of Christian universities that contributes an important contextual background to understanding the culture of Christian higher education (Agbaire & Dunne, 2023). One overarching theme in this historical review is that Christian universities today are "born into the dominant Christian culture" and largely in a pluralistic culture. While most of the article focuses on the historical and philosophical development of the role of universities and the role of Christianity. Theoretically, mission and goals in Christian higher education are clearly the strengths of Christian universities.

Christian University is one that is Christ-centered, mission-minded, and focused on discipleship) (Vundi, 2022). These three attributes align with fundamental principles that will transform students' lives and help them to see academic implementation as an opportunity to develop the capacity to be agents of transformation and ambassadors of Christ and provide confidence and assurance that their future is secure. Being Christ-centered means seeing Jesus Christ as the center of every activity that takes place at the university, whether academic, student, administrative and spiritual life of lecturers, employees, and students (Ravenell, 2022). This view becomes a catalyst that can enhance a personal relationship with Christ and helps to articulate faith in real-life experiences and the changing dynamics of today's world.

Another component that defines a university as a Christian University is when university faculty and employees see responsibility more as a calling to serve than a career. This will change their mindset and make them see Christ as the ultimate boss. Faculty and employees will also see work as an opportunity to serve in God's vineyard and help create an atmosphere of love and harmony among them. The final feature that defines an institution as a Christian University is the stewardship relationship among students, faculty, and employees. The foundation of stewardship is a consistent recognition to allow the Lord to direct what will be done with what is entrusted to manage university resources. Stewardship includes how to live life, managing God-given time and resources (Ojo, 2020).

The challenge of local *universities* is how to deal with the globalization of education but on the other hand there is something that seems to remain desirable locally, namely local wisdom and empowerment of local potential (Darmadi, 2018). The mission of the university must always be redefined, to successfully answer the development of complex community needs. The university must, on the one hand, reorganize itself according to the criteria of performance and competitiveness in the field of scientific research, and, on the other hand, take responsibility for the younger generation to; 1) provide the necessary education of young people in a democratic society; 2) passing on shared cultural values, and redefining culture; 3) contribute to the improvement of the conditions of community needs and in community development (Albulescu & Albulescu, 2014). Local universities become important nodes in regional development, and this role is influenced by relationships with the business environment, traditions, and norms inside and outside the institution. The problem lies in how the University adjusts and restructures it according to the new demands of society.

Previous studies have explored various aspects of Toraja culture, including its historical background, religious beliefs, social structure, and traditional practices. Additionally, research have examined the challenges faced by Toraja communities in preserving their cultural heritage in the face of modernization, globalization, and external influences. Within the context of higher education in Toraja, previous studies have investigated how educational institutions incorporate Toraja cultural values into their curriculum, teaching methodologies, and campus life. This included the integration of traditional knowledge, cultural activities, and community engagement initiatives aimed at fostering a deeper appreciation and

understanding of Toraja heritage among students and faculty. Furthermore, research have examined the role of academic scholarship in documenting, analyzing, and disseminating knowledge about Toraja culture, both within the local community and on a broader academic platform. This could involve interdisciplinary collaborations between anthropologists, historians, educators, and community leaders to ensure that Toraja cultural heritage is preserved, studied, and celebrated within the academic sphere. This present study explores on of how higher education institutions in Toraja contribute to the preservation, promotion, and integration of Toraja cultural values into the academic realm. This topic not only sheds light on the rich cultural heritage of Toraja but also underscores the importance of cultural preservation and education in sustaining indigenous identities in an increasingly globalized world.

In the terminology of the name of the university, the Indonesian Christian University (UKI) Toraja contains three predicates, namely (1) Christian, (2) Indonesian, and (3) Toraja. *The Christian predicate* means that UKI Toraja is a means of forming and fostering cadres of nation, state, and church development who uphold and uphold Christian norms and values in living daily life, both as God, individual, and social creatures. *The Indonesian predicate* means that UKI Toraja is one of the higher education institutions that grows and develops in the Unitary State of the Republic of Indonesia based on Pancasila and the 1945 Constitution of the Republic of Indonesia. *The title Toraja* means that UKI Toraja has a special responsibility to foster, develop, and strengthen Toraja culture which is a national treasure and as a gift of God that must be maintained. The journey and inheritance of history and meaning attached to the three predicates can be a means of finding the core values that will be fought for and forming an organizational culture that allows the existence and continuity of UKI Toraja as part of the Toraja Church's ecclesiastical service institutions. Based on this background and phenomenon, the purpose of this study is to investigate how the implementation of the inheritance of local cultural values in the academic context of UKI Toraja.

2. METHODS

This research uses a qualitative approach (Creswell et al., 2007) using a case study method (Gerring, 2004) that focuses on a university, namely the Indonesian Christian University of Toraja. As with case studies, this study cannot ascertain external validity (i.e., the possibility of generalizing the findings to other situations). However, this study aims to provide a rich description and preliminary analysis that can form the basis for future research efforts. The informants in this study were elements of the Toraja Church Synod Workers Board, Makale Christian College Foundation Board, University Management and UKI Toraja academic community, and Toraja community leaders. Information collection is carried out intensively through unstructured, unscheduled interviews, and is carried out in such a way that in providing information, informants do not tend to process or prepare the information in advance and can provide explanations as they are. This research data was obtained through observation instruments and interviews. The data analysis technique used is thematic analysis (Clarke & Braun, 2017).

3. FINDINGS AND DISCUSSION

The purpose of this study is to construct a university development model that achieves the mission of the development and inheritance of local cultural values, as well as the development of the tri-dharma of higher education that is quality, innovative, and global in perspective for the welfare of mankind. In the analysis of the interview results, the focus is on the implementation of these values at UKI Toraja.

3.1. *The Implementation of the development and inheritance of local Toraja cultural values at UKI Toraja*

Based on research findings related to Toraja local cultural heritage implemented in the academic context of UKI Toraja, it shows that Tongkonan cultural values are the basis and even considered as identity. The following is an elaboration of data related to research variables:

3.1.1 The Implementation of Tongkonan Values by UKI Toraja for Cultural Sustainability and Community Welfare

Tongkonan is a traditional house of the Toraja people in South Sulawesi, Indonesia. Apart from being a place to live, tongkonan also has symbolic meaning and an important social function in the life of Torajan society. Tongkonan can be seen from several functions, including a cultural center, a place to live, and fostering family rules, so that the function of Tongkonan is not just a shared seat. UKI Toraja is a tongkonan as a center for cultural development, fostering all aspects of life (intituality and spirituality). Here are some explanations why and how UKI Toraja identifies itself as a *tongkonan*:

Table 1. Thematic Matrix for Implementation of *Tongkonan* Values by UKI Toraja for Cultural Sustainability and Community Welfare

Functional Aspects of Tongkonan	Why (Reason)	How (Implementation)
1. Cultural Heritage and Identity	- Preserving and inheriting Torajan cultural values.	- Integration of cultural elements in UKI activities and programs.
	- Maintain the distinctive identity of Torajan society.	- Implementation of art, dance, music, and religious rituals.
2. Symbols of Spirituality and Balance	- Viewing tongkonan as a symbol of spirituality.	- Facilitate religious activities and the development of spiritual values.
	- Creating a balance between humans, nature, and ancestral spirits.	- Customary rituals and strengthening of spiritual connections with ancestral heritage.
3. Life Aspect Construction Centre	- It involves all aspects of life, including intellect and spirituality.	- Educational programs for the development of intellect and spirituality.
	- Building comprehensive values in society.	- Provide guidance for people to acquire holistic knowledge.
4. Function as a Place to Meet and Gather	- A place to gather, discuss and exchange information.	- Center of social and intellectual activities, supporting community meetings.
	- Building solidarity among community members.	- Meeting rooms for discussions and solidarity-building activities.
5. Community Development Center	- Become an agent of change and leader in cultural development.	- Initiation of community development, education, and training programs.
	- Support the holistic growth of Torajan society.	- Support for activities that support community welfare.

The declaration that UKI Toraja confidently identifies itself as a tongkonan with the main aim of maintaining and inheriting the cultural values and distinctive identity of the Torajan people and its practical integration of Torajan cultural elements into various activities and programs has significant implications for the academic performance of students, the institution's global positioning, and the potential conflicts between modern academic requirements and traditional practices.

For the academic performance of students, integrating Torajan culture into the educational framework can yield mixed outcomes. On one hand, students immersed in a culturally rich environment may experience a boost in self-esteem and motivation. The relevance of the curriculum to their own cultural background can make learning more engaging and meaningful, fostering a deeper

connection to their studies. However, this focus on cultural education could also pose challenges. If the curriculum prioritizes traditional knowledge at the expense of core academic subjects like mathematics, science, and global languages, students might find themselves at a disadvantage in broader academic or professional contexts. Ensuring a balance that maintains high academic standards while incorporating cultural elements is crucial to avoid compromising educational outcomes.

From the perspective of global positioning, UKI Toraja's distinctive cultural identity can serve as a unique selling point. By promoting its rich cultural heritage, the institution can attract students, researchers, and scholars interested in indigenous studies and cultural preservation. This unique positioning can enhance the university's reputation and appeal, potentially drawing international partnerships and funding. However, this specialized focus might also limit the institution's attractiveness to a wider global audience, particularly those seeking a more conventional academic environment. To mitigate this, UKI Toraja might need to bolster its academic offerings in other disciplines to appeal to a broader demographic while still emphasizing its cultural uniqueness.

Potential conflicts between modern academic requirements and traditional practices are a significant consideration. Integrating traditional elements into a modern educational framework can create tensions, particularly regarding curriculum development and assessment methods. Modern academic standards often emphasize technological literacy, critical thinking, and standardized testing, which might not always align seamlessly with traditional cultural education. For instance, the use of digital tools and technology, which are integral to contemporary education, may clash with the preservation of traditional practices that emphasize manual skills and oral traditions. Addressing these conflicts requires innovative approaches that respect and incorporate cultural values while meeting academic standards. This could involve developing a hybrid curriculum that includes both traditional and modern academic content and creating alternative assessment methods that recognize cultural competencies alongside traditional academic skills.

UKI Toraja's commitment to integrating Torajan cultural values into its educational practices aligns with findings from previous studies on the impact of culturally relevant education. Research in this area has consistently shown that culturally integrated curricula can significantly enhance students' academic engagement, motivation, and identity formation. For instance, a study by Aronson and Laughter (2016) on culturally relevant pedagogy highlights how such educational practices can improve the academic outcomes and self-esteem of minority students by making the curriculum more meaningful and reflective of their cultural backgrounds.

Incorporating cultural values into education has been shown to create a supportive and inclusive learning environment. For example, research by (Bonner et al., 2017) emphasizes that culturally responsive teaching recognizes the importance of including students' cultural references in all aspects of learning. This approach not only makes learning more engaging for students but also helps them feel valued and understood within the academic setting. This sense of belonging can translate into improved academic performance and higher retention rates.

However, integrating cultural values into educational practices also presents challenges, particularly concerning the maintenance of academic rigor and alignment with global educational standards. Previous studies have noted the difficulty in balancing traditional cultural education with the demands of modern academic curricula. For instance, (Keane et al., 2016) discuss the tensions that can arise when trying to incorporate indigenous knowledge systems into Western-style education frameworks. They argue that while cultural integration is beneficial, it must be done thoughtfully to ensure that students do not miss out on essential skills and knowledge that are crucial in a globalized world.

Moreover, the challenge of aligning culturally relevant education with global standards is highlighted in the work of (Luckett & Shay, 2020), who discusses the need for a transformative approach to curriculum design. This approach involves integrating multicultural content in a way that does not compromise the academic integrity of the curriculum. Banks suggests that educators need to

develop curricula that are both inclusive of cultural diversity and rigorous enough to meet global educational standards.

UKI Toraja's strategic approach to navigating these implications can benefit from the insights provided by these studies. Developing a hybrid curriculum that incorporates both traditional Torajan cultural elements and modern academic content is essential. This approach can help ensure that students receive a well-rounded education that prepares them for success in a global context while maintaining their cultural heritage. Furthermore, creating alternative assessment methods that recognize cultural competencies alongside traditional academic skills can provide a more comprehensive evaluation of student performance. This is supported by research from (Nortvedt et al., 2020), who advocates for culturally responsive assessment practices that take into account the diverse backgrounds of students.

UKI Toraja's integration of Torajan cultural values into its educational practices is supported by previous studies that highlight the benefits of culturally relevant education. However, maintaining academic rigor and meeting global standards remains a challenge. By adopting a strategic approach to curriculum design and institutional development, UKI Toraja can effectively navigate these challenges, upholding its cultural mission while ensuring its students are well-prepared for a globalized world. This balance is crucial for the institution's success and the academic and personal growth of its students.

Along with the view that tongkonan is not only a physical structure, but also a symbol of spirituality and balance, UKI Toraja actively facilitates religious activities and the development of spiritual values. It aims to strengthen people's spiritual connection with ancestral heritage and the surrounding nature, creating a center of spirituality that becomes a foothold for balance and connection with the spiritual aspects of life.

> *"We recognize that the tongkonan is not only a physical structure but a symbol of spirituality and balance. In line with this belief, UKI Toraja plays a pivotal role in facilitating religious activities and nurturing spiritual values. We aim to strengthen people's spiritual connection with ancestral heritage and the surrounding nature. Our institution serves as a centre of spirituality, providing a firm foundation for balance and a connection with the spiritual aspects of life."* (Interview with Respondent 4, 16th October 2023)

The interview quote above emphasizes the *tongkonan* as a symbol of spirituality and balance, highlighting the institution's role in facilitating religious activities and nurturing spiritual values. This perspective aligns with and challenges the existing literature on cultural integration in higher education. By recognizing the *tongkonan* as more than just a physical structure, UKI Toraja underscores the importance of cultural symbols in preserving and transmitting spiritual values, resonating with scholarship that advocates for the incorporation of cultural heritage in educational settings. This approach supports the idea of culturally responsive education, which validates and integrates students' cultural backgrounds, enhancing their educational experiences and outcomes.

Moreover, in its capacity as a coaching center, UKI Toraja actively engages with various facets of community life, encompassing both intellectual and spiritual dimensions. This educational institution delivers comprehensive programs that have a discernible positive influence on the intellectual advancement and spiritual enrichment of the community. Functioning as a guiding entity, UKI Toraja facilitates individuals in acquiring a comprehensive spectrum of knowledge and values, thereby establishing a robust groundwork for holistic personal development.

> *"At UKI Toraja, we pride ourselves on delivering programs that go beyond traditional education. Our coaching center provides a comprehensive spectrum of knowledge and values, fostering intellectual growth and spiritual enrichment simultaneously. Through workshops, seminars, and other educational initiatives, we aim to empower individuals with the tools they need for holistic personal development."* (Interview with Respondent 1, 10th October 2023)

In its role as a convocation venue, UKI Toraja assumes the role of a nexus for social and intellectual undertakings. Functioning as a communal forum, UKI Toraja establishes a congregational space conducive to fostering interactions, discussions, and activities that foster solidarity among community constituents. Consequently, this institutional entity transcends its physical attributes, serving as a pivotal forum for communal interactions and collaborative assemblies that are indispensable to the social fabric of Torajan society.

> *"Certainly. UKI Toraja, as a convocation venue, intentionally creates a space conducive to community interactions. We host a variety of events, from intellectual discussions to cultural activities, that bring people together. Whether it's seminars, gatherings, or collaborative assemblies, the goal is to foster solidarity among our community constituents. The venue serves as a common ground where individuals can share ideas, engage in meaningful discussions, and participate in activities that strengthen the social fabric of Torajan society."* (*Interview with Respondent 3, 14th October 2023*)

Ultimately, perceiving itself as the principal catalyst for transformative initiatives, UKI Toraja is dynamically engaged in instigating community development programs. By means of educational initiatives, training endeavors, and comprehensive growth-oriented programs, UKI Toraja assumes a pivotal role as a propellant for constructive change within Torajan society. Through its proactive participation, the institution not only conforms to the values espoused by Tongkonan but also assumes a critical role in actualizing the advancement and progression of the community in its entirety.

> *"Thank you for having me. Our institution perceives itself as the principal catalyst for transformative initiatives within the Torajan community. Through various programs and initiatives, we aim to instigate positive change and contribute to the overall development of Torajan society."* (*Interview with Respondent 2, 12th October 2023*)

UKI Toraja stands as a remarkable institution deeply committed to preserving and enriching Torajan culture and identity through seamless integration of cultural elements, becoming a living testament to the enduring significance of Tongkonan values. The institution serves as symbols of spirituality and balance, actively fostering spiritual connections, while functioning as a life aspect construction centre, empowering community members through holistic education. As a vibrant centre for social and intellectual activities (Slivkoff et al., 2021), UKI Toraja is a vital hub for fostering community bonds, and as a community development centre, it plays a crucial role in driving positive change and contributing to the overall advancement of the Torajan community, exemplifying a holistic approach to societal well-being that preserves traditions while embracing progressive change.

The implementation of Tongkonan values by UKI Toraja represents a strategic commitment to cultural sustainability and the welfare of their community. One fundamental aspect is the preservation of cultural heritage and identity (Castro-Sotomayor, 2020). The Tongkonan, as a traditional architectural style, stands as an emblematic representation of Toraja cultural identity. By actively incorporating Tongkonan values into their practices and structures, UKI Toraja ensures the transmission of this cultural heritage to future generations, fostering a strong sense of pride and continuity within the community. This deliberate effort to uphold cultural traditions also serves to differentiate and define the Toraja community in the broader cultural landscape.

Furthermore, the symbolic significance of the Tongkonan extends beyond its architectural form, encompassing spirituality and balance in Toraja cosmology (Sumiaty et al., 2023). Through the implementation of Tongkonan values, UKI Toraja reinforces the spiritual elements associated with these structures, embedding a sense of sacredness and equilibrium into community life. By emphasizing these symbols, the community not only honours its spiritual traditions but also integrates them into the fabric of everyday existence. This dual role as both a physical and spiritual anchor contributes to a unique cultural ethos, promoting a harmonious coexistence between the tangible and intangible aspects of Toraja identity. In essence, the implementation of Tongkonan values becomes a means of cultural preservation that goes beyond the surface aesthetics, deeply embedding cultural significance into the community's collective consciousness.

In essence, UKI Toraja's role as a center for social and intellectual activities, as well as a community development hub, underscores a holistic approach to societal well-being. This approach not only preserves traditions but also embraces progressive change, exemplifying the balance between maintaining cultural heritage and fostering modern development. The institution's efforts are reflective of broader educational theories that advocate for culturally responsive pedagogy and holistic education, as discussed by scholars like (Gay, 2004; Miller, 2019) Geneva Gay and John P. Miller. These theories support the integration of cultural heritage and spiritual values into the educational framework, thereby enhancing the overall well-being and identity of the community.

UKI Toraja's implementation of Tongkonan values highlights a strategic commitment to cultural sustainability that is well-supported by existing academic literature. By serving as a physical and spiritual anchor, the institution promotes a harmonious integration of cultural traditions into the fabric of everyday existence, ensuring that these values are not only preserved but also actively contribute to the community's development and well-being. This comprehensive approach to education and community development provides a model for how educational institutions can play a pivotal role in sustaining cultural heritage while embracing opportunities for progressive change.

4.   CONCLUSION

The study confirms that UKI Toraja, as a vibrant center for social and intellectual activities, is instrumental in fostering community bonds and driving positive change within the Torajan community. By integrating cultural elements such as art, dance, music, and religious rituals into its programs, UKI Toraja not only preserves Torajan heritage but also nurtures spiritual values. The university's holistic educational approach and community development initiatives support both intellectual growth and community welfare, promoting overall well-being and progress. However, the research is limited by its focus on qualitative data from a specific region, which may not be generalizable to other contexts. Future research should consider a comparative analysis with similar institutions in different cultural settings and incorporate quantitative methods to provide a more comprehensive understanding of the impact of such community development centers.

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