**CONTRIBUTION OF TRI HITA KARANA LOCAL WISDOM-BASED SCHOOL MANAGEMENT AND SERVANT LEADERSHIP TOWARDS MIDDLE SCHOOL TEACHER PERFORMANCE**

**IN THE GEROKGAK DISTRICT OF BALI**

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*Abstract*—The purpose of this study was to determine the contribution of the implementation of school management based on the local wisdom values ​​of tri hita karana and service leadership towards the performance of junior high school teachers in Gerokgak Sub-district, Buleleng. This research is ex-post facto. This study uses a population study that takes all research subjects as many as 138 people. Data collected by questionnaire. Data analysis with multiple regression analysis techniques. The results showed that: (1) there was a significant contribution to the implementation of school management based on the tri hita karana values ​​of local wisdom on teacher performance with a contribution of 57.80%, (2) there was a significant contribution of leadership services of principals to teacher performance with a contribution of 19.37%, and (3) together there was a significant contribution to the implementation of school management based on the local wisdom values ​​of tri hita karana and the headmaster's service leadership on the performance of junior high school teachers in Gerokgak Buleleng District with a contribution of 77.17 %.

*Keywords*: *tri hita karana*, leadership of service, teacher performance

**PRELIMINARY**Many teachers, especially the status of Civil Servants (PNS) only limited to carrying out official duties to fulfill the obligation to teach 24 hours of learning. Learning patterns in the classroom are no longer the main concentration, teaching is just a routine which ultimately creates a saturating situation. Because every day applying the same learning method from semester to semester, until the next year. Even though the students encountered are not the same either in class, between classes, or between levels. Although the school has also facilitated the teachers with teaching equipment, such as LCD projectors, internet, computers, printers to find or collect materials or teaching methods that can meet the needs of students.

In addition, the problem that exists today in the school environment, especially junior high schools in Gerokgak sub-district, is that with technological advances, behavior deviations often occur due to the lack of preparedness of school residents, especially students, to face technological advancements in this globalization era. Various applications on social media make it easy for them to access information from the internet both positive and negative information. The rise of various applications contained in social media also often causes a lack of communication between school residents both between teachers and students and students and students. Junior high school students, especially junior high school in Gerokgak sub-district are not ready with the advancement of technology, this is proven by the fight between schools that started from quarrels on social media, marriage at an early age, and others. So it is necessary at this time in schools, especially junior high schools to implement education based on the values ​​of local wisdom Tri hita karana to improve attitudes and mentality among junior high students so that they are truly prepared to face technological advancements in this globalization era. This can be started from THK education of teachers as educators.

Teacher performance is the work that can be achieved by a teacher in an educational institution or madrasa in accordance with the duties and responsibilities in achieving educational goals [1]. The success of a teacher must meet the established criteria, if the teacher meets these criteria, it means that a teacher can be said to be successful and have good quality. Conversely, if a teacher has not met the criteria well, the teacher has not been successful.

*Tri hita karana* stressed the need to balance cultural performance and individual performance in every educational activity. Preserving local wisdom *Tri hita karana* must be accompanied by the preservation of teacher organizational commitment. School management based on local wisdom values ​​Tri hita karana has a significant effect on teacher job satisfaction and organizational commitment. The values ​​contained in Tri hita karana are very important to be applied in school management in order to increase job satisfaction and organizational commitment of teachers. However, it cannot be denied that the leadership factor of the principal's service is very important in the successful implementation of the school management based on the local wisdom values ​​of Tri Hita Karana. Tri Hita Karana's education is education that aims to produce the outwardly characterized and cultured Tri Hita Karana. The development of Tri hita karana education requires the cultivation of the noble values ​​of Tri hita karana as the basis for developing graduates' competency standards, program content standards, learning process standards, assessment standards, educators and education staff standards, infrastructure standards, management standards, and cost standards.

The policy support for THK local wisdom school development implicitly was also stated in the form of the regional regulation of Bali Province number 16 of 2009 concerning the Spatial Planning of the Province of Bali stating that Tri hita karana is a philosophy of Balinese life that contains three elements that build a balance and harmony of relations between people with God, human with human, and human with their environment which is a source of prosperity, peace, and happiness for human life. Article 3 states that the spatial planning of the provincial area aims to realize: a) quality, safe, comfortable, productive, regionally-designed, Balinese-style, and environmentally-based provincial space, based on Tri Hita Karana; b) the development of rural economic activities based on agriculture, crafts, small industry, and popular tourism based on the philosophy of Tri hita karana which is supported by the fulfillment of facilities and infrastructure to suppress urbanization. Development of urban areas based on the philosophy of Tri Hita Karana, adapted to the socio-cultural character of the local community, with space orientation refers to the concepts of chess patha and tri mandala and the application of traditional Balinese architectural styles. A study conducted by [2] states that Tri hita karana (THK) local wisdom vocational school is a vocational school that applies the character of harmony between school residents and the creator of God Almighty, harmony among fellow school residents, and harmony between residents schools with the overall school facilities and infrastructure environment. Vocational education in vocational schools based on local wisdom THK can anticipate the negative impact of global cultural instruction, because THK has become a "taksu" or spiritual socio-cultural capital and philosophy of life of the Balinese people. Vocational education based on local wisdom THK needs to be developed systematically to improve local excellence, national interests, justice, and international competition in world civilization. By applying THK's local wisdom, SMKs can develop as centers of competence culture, become the basis for character development and human resource personality (SDI) with high work skills, work culture and a strong learning culture, and a culture of serving people sincerely and naturally.

In a school, of course, led by a school principal. The principal role of the principal's leadership is as: educator, manager, administrator, supervisor, leader, innovator, and motivator [3]. Good principal's leadership in accordance with predetermined standards will produce quality education and good quality. Principal's leadership positively influences the professional progress of a teacher [4]. As a leader, the principal should be able to serve and nurture his subordinates so that the condition of the school becomes conducive and the family atmosphere can be realized. This family atmosphere will certainly have a positive effect on improving teacher performance.  
Based on the description above, it can be seen that the school management based on the local wisdom values ​​of Tri hita karana and the leadership services of the principal greatly affect the condition of the school and teacher performance. However, how much is the contribution of the implementation of the Tri hita karana values-based school of local wisdom values ​​and the leadership of the headmaster's service to the teacher's performance is not known specifically, especially in junior high schools in Gerokgak District. Therefore, this study takes the title of "the contribution of the implementation of school management based on the values ​​of Tri Hita Karana's local wisdom and leadership of the principal's service to the performance of junior high school teachers in Gerokgak District".

The objectives of this study are: 1) to determine the contribution of the implementation of school management based on the local wisdom values ​​of Tri hita karana to the performance of junior high school teachers in Gerokgak Subdistrict, 2) to determine the contribution of school principal leadership services to the performance of junior high school teachers in Gerokgak District, and 3) to find out together the contribution of the implementation of school management based on the local wisdom values ​​of Tri hita karana and the leadership of the principal's service to the performance of junior high school teachers in Gerokgak District.

**RESEARCH METHODS**

This research is an ex-post facto study conducted at Gerokgak District Junior High School. This study uses a population study that takes all research subjects as many as 138 people. Data were collected by questionnaire and data from research results were analyzed with multiple regression analysis techniques.  
  
**RESEARCH RESULTS AND DISCUSSION**

Based on testing the first hypothesis, the results show that there is a significant contribution to the implementation of school management based on the values ​​of tri hita karana local wisdom on the performance of junior high school teachers in Gerokgak District with an effective contribution of 57.80%. According to the research of [5] found that educational programs that can empower and participate realize the values ​​of tri hita karana namely socio-cultural knowledge and conceptual understanding of the tri hita karana ideology. A balanced Tri hita karana can be characterized when a mutually filling and giving relationship exists. This relationship occurs in religion and science because there is a saying that religion without knowledge is paralyzed, science without religion is blind and both of these relationships are obtained through education.

The results of this study are also in line with the results of research conducted by [6] entitled The Role of Tri Hita Karana's Philosophy for Growth and Performance of Village Credit Institutions (LPD) in Bali. In his research it was stated that the philosophy of Tri hita karana was very instrumental for the growth and performance of the LPD. The philosophy of Tri hita karana makes the performance of LPD employees better, honest, hard working, smart to manage time, cooperate with each other, efficiency, enthusiasm and creative in working.

Based on the second hypothesis testing, the results show that there is a significant contribution of leadership services for principals to the performance of junior high school teachers in Gerokgak District with an effective contribution of 19.37%. leadership is a quality of work activities and interactions in group situations. Leadership is a contribution from someone in a cooperative situation. Leadership and groups are two things that can not be separated from one another. There is no group without leadership, and vice versa leadership only exists in group internal situations. A person cannot be said to be a leader if he is outside his group. He must be in a group where he plays his role as a leader or in the form of leadership activities.

Leadership is one of the most important factors in an organization because most of the successes and failures of an organization are determined by leadership in the organization. In a school organization headed by a school principal. The principal is a teacher who has the ability to lead all the resources that exist in a school so that it can be utilized optimally to achieve common goals.

The principal has a very influential role in the school environment for which he is responsible. The task of the principal as the leader is to help teachers develop their abilities to the full and create a healthy atmosphere of school life, encourage teachers, administrative staff, students and parents to unite the will of the mind and action in effective collaborative activities for the have school goals.

Based on the opinion of [7], it can be described that there are 14 dimensions of the leadership of principals' leadership consisting of (1) listening, (2) empathy, (3) healing, (4) awareness, (5) persuasion, (6) conceptualization, (7) ability to predict, (8) ability to serve, (9) commitment to human growth, (10) community building, (11) willingness to accept obligations, (12) love who are attentive, (13) are humble, (14) are willing to share in power.

A principal who is in charge of leading a school should be able to master all the dimensions/competencies above. It aims to make the atmosphere of the organization run conducive and transparent like a family that cannot be separated and always work together in overcoming the obstacles encountered in the organization. The results of this study are in line with the results of research conducted by [8] entitled the contribution of headmaster servant leadership, work motivation and work discipline to teacher performance. The results showed that (1) The tendency of leadership of the headmaster of the PAUD Jempiring PAUD cluster was in the good category. There was a significant contribution of headmaster servant leadership with teacher performance with a contribution coefficient (rx1y) of 0.572, a determination of 32.70%, and an effective contribution (SE) of 16.50%, (2) the tendency of teacher work motivation in Jempiring PAUD Cluster in the good category. There is a significant contribution between work motivation and teacher performance, with a contribution coefficient (rx2y) of 0.460, determination of 21.20% and effective contribution (SE) of 11.60%, 3) The tendency of teacher work discipline in Jempiring PAUD clusters is in good category. There is a significant contribution of work discipline to teacher performance, with a contribution coefficient (rx3y) of 0.855, determination of 73.10% and effective contribution (SE) of 53.80%, 4) Simultaneously there is a significant contribution between the leadership of the principal's servants' leadership , work motivation and work discipline on teacher performance in Jempiring PAUD cluster in North Denpasar District, with a contribution coefficient (ry123) of 0.905 and determination (R2) of 81.90%.

Based on testing the third hypothesis, it was found that together there was a significant contribution to the implementation of school management based on the local wisdom values of Tri hita karana and the leadership of the principal's service to the performance of junior high school teachers in Gerokgak District with a contribution coefficient of 77.17%. Teacher performance certainly cannot be separated from the school management based on local wisdom tri hita karana and the leadership services of the principal. That is because these two variables are very complex variables related to the atmosphere of the teacher at work. If the atmosphere feels safe, comfortable, conducive and like at home, of course the teacher will also feel excited and comfortable at work. So that teachers can be focused on working to carry out their rights and obligations in a balanced way. This certainly has a positive impact on improving teacher performance.

**CONCLUSION**Based on the research conducted it can be concluded that: (1) there is a significant contribution to the implementation of school management based on the values ​​of tri hita karana local wisdom on teacher performance with a contribution of 57.80%, (2) there is a significant contribution of leadership services of principals to performance teachers with a contribution of 19.37%, and (3) together there was a significant contribution to the implementation of school management based on the local wisdom values ​​of Tri hita karana and the leadership of the principal's service to the performance of junior high school teachers in Gerokgak Sub-District, Buleleng Regency with a contribution of 77 , 17%.

Based on the results and conclusions from this study, several suggestions can be made as follows. Teachers should be aware of their duties and obligations as educators to provide services sincerely to students so that they can manage the learning process effectively and efficiently and satisfy students. It is also suggested to school principals that schools be advised to improve school management practices based on tri-hita local wisdom values ​​and servant leadership because both of these variables are proven to have a high enough contribution to improving teacher performance.

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