

Contribution of Implementation of School Based Management on the Values of Local Interests of Tri Hita Karana and Leadership of School Head Service on Performance Teacher

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Abstract: The purpose of this study was to determine the contribution of school management implementation based on the values of local wisdom Tri Hita Karana (THK) and service leadership on the performance of junior high school teachers in Gerokgak Buleleng Subdistrict. This research is ex-post facto. This study uses a population study that took all the subjects of the study as many as 138 people. Data was 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 values of THK local wisdom on teacher performance with a contribution of 57.80%; (2) there was a significant contribution of leadership of principals' service to teacher performance with a contribution of 19.37%; and (3) together there is a significant contribution of the implementation of school management based on the values of THK local wisdom and leadership of the principal's service towards 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

I. INTRODUCTION

Not a few teachers have the status of Civil Servants (PNS), but in carrying out their duties are only limited to carrying out official duties to fulfill the obligation to teach 24 hours of study. The pattern of learning in the classroom is no longer the main concentration, teaching is merely a routine that ultimately creates a saturating situation. Because every day applying the learning method that is relatively the same from semester to semester, up to the following year. Though students faced are not the same, both in class, between classes, or between levels. Although the school has also facilitated the teachers with teaching equipment, such as LCD projectors, the 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 there are often behavioral irregularities due to the lack of preparedness of school people, especially students to face technological advances in this era of globalization. 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 found on social media also often causes a lack of communication between school members both between teachers and students and students and students.

Children of junior high school especially in the Gerokgak sub-district are not yet ready for the technological advancements, this is evidenced by the existence of inter-school fights that start from fights on social media, marriage at an early age, and others. So, it is necessary today that schools, especially junior secondary

schools, apply management based on THK local wisdom values to improve attitudes and mentality among junior secondary students so that they are truly ready to face technological advances in this era of globalization. This can be started from THK education to teachers as educators.

Teacher performance is the result of 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 established criteria, if the teacher has met these criteria means a teacher can be said to be successful and have good quality. Conversely, if a teacher has not met good criteria, the teacher cannot be said to be successful. THK emphasizes the need to balance cultural performance and individual performance in every educational activity. Preserving THK local wisdom must be accompanied by the preservation of the teacher's organizational commitment. School management based on THK local wisdom values has a significant effect on teacher job satisfaction and organizational commitment. The values contained in THK are very important to be applied in school management in order to increase job satisfaction and teacher organizational commitment. However, it cannot be denied that the principal leadership factor of the school is very important in the successful implementation of school management based on THK local wisdom values.

THK education is education that aims to produce character outcomes and THK culture. THK educational development requires the acculturation of THK's noble values as a basis for developing graduate competency standards, program content standards, learning process standards, assessment standards, educator standards and

education staff, facilities and infrastructure standards, management standards, and cost standards.

The policy support for THK local wisdom school development is also implied in the form of Bali Province's regional regulation number 16 of 2009 concerning the Bali Province Regional Spatial Plan stating that THK is a Balinese philosophy of life that contains three elements that build a balance and harmony between human and God, human beings with humans, and humans with their environment who are a source of prosperity, peace and happiness for human life. Article 3 states that spatial planning of the provincial area is aimed at realizing: (1) quality, safe, comfortable, productive, independent, Balinese cultural, and environmentally sound space in the province based on THK; and (2) development of rural economic activities based on agriculture, handicrafts, small industries and popular tourism based on THK philosophy supported by the fulfillment of facilities and infrastructure to reduce urbanization. Urban area development based on the THK philosophy, 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 THK local wisdom vocational school is a vocational school that implements the character of harmony between school members and the creator of God Almighty, harmony among fellow school members, and harmony between school people and the overall environment of school facilities and infrastructure. Vocational education in vocational schools based on local wisdom THK can anticipate negative impacts on global culture, because THK has become a "*taksu*" or spiritual sociocultural capital and philosophy of life for Balinese people. THK local wisdom-based vocational education needs to be systematically developed to improve local excellence, national interests, justice, and competition between nations in world civilization. By applying THK's local wisdom, Vocational School can develop as a center for civilization of competence, become the basis for developing human resource character and personality (SDI) with high work skills, a strong work culture and learning culture, and a culture of serving people sincerely and naturally.

In a school, of course it is led by a school principal. The main role of the principal's leadership is as: educator, manager, administrator, supervisor, leader, innovator, and motivator [3]. A good headmaster's leadership in accordance with predetermined standards will produce good quality and quality education. Principal leadership has a positive effect in the progress of professionalism of a teacher [4]. As a leader, the principal should be able to serve and protect his subordinates so that the condition of the school becomes conducive and a family atmosphere can be realized. With the existence of a family atmosphere this certainly will have a positive effect on improving teacher performance.

Based on the description above, it can be seen that school management based on THK local wisdom values and leadership of school principals greatly influences school conditions and teacher performance. However,

how much the contribution of the school management implementation is based on the values of THK local wisdom and leadership of the principal's service to the teacher's performance is not yet known specifically 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 THK local wisdom and leadership of the principal's service to the performance of junior high school teachers in Gerokgak Subdistrict".

The objectives of this study are: (1) to find out the contribution of school management implementation based on THK local wisdom values on the performance of junior high school teachers in Gerokgak District, (2) to determine the leadership contribution of school principals' service to the performance of junior high school teachers in Gerokgak District, and (3) to know together the contribution of school management implementation based on the values of THK local wisdom and leadership of school principals' services to the performance of junior high school teachers in Gerokgak District.

II. METHOD

This research is ex-post facto research. The location of this research is in the Public Middle School in Gerokgak District. [5] states the population is the overall object in a study. The same thing was expressed by [6] which states that the population is a generalization area consisting of objects and subjects that have certain qualities and characteristics set by researchers to be studied and then conclusions drawn. The population in this study were all PNS teachers in State Junior High Schools in Gerokgak District in 2017, amounting to 138 teachers. [6] states that the sample is part of the number and characteristics of the population. Whereas [7] states that the sample is part of the population that is directly subject to research. Because the number of populations is not too much, so in this study using the entire population into the study sample. Therefore, the sample in this study amounted to 138 teachers.

To collect data about the variables of school management implementation based on the values of THK local wisdom, leadership of the principal's service, and teacher's performance, the instrument was used to collect data in the form of a questionnaire. Questionnaires made using a Likert scale 1-5 so that the data collected is interval. The data analysis used in this study is simple regression, multiple regression, and partial correlation. The requirements test of the analysis are: data distribution normality test, linearity test and significance of the regression coefficient, multicollinearity test, autocorrelation test, and heteroscedasticity test.

III. RESULTS AND DISCUSSION

Based on the testing of the first hypothesis, it was found that there was a significant contribution to the implementation of school management based on THK local wisdom values on the performance of junior high school teachers in Gerokgak District with an effective contribution of 57.80%. Management is a process to achieve organizational goals by carrying out activities

from the four main functions, namely: planning, organizing, leading, and controlling.

In essence the purpose of school management cannot be separated from the purpose of the school as an organization. A good management process is when there are managerial activities, namely activities carried out by people who have the status and authority as managers, as well as operative activities, activities that should be completed by the field implementers. Thus, the ultimate goal of school management is to help facilitate the achievement of school goals effectively and efficiently. Management's presence in the schooling process is one of the tools to help facilitate the achievement of goals. Sustainability (quality) quality and relevance of education in Bali and Buleleng in particular is largely determined by the ability of educational institutions to implement Bali's local wisdom in a planned and programmed manner while still absorbing national and international standards. As one of the Balinese indigenous wisdom that has been recognized by UNESCO, THK is very well used as an educational framework in Indonesia which serves as a filter for the negative influence of globalization.

THK is God's law, natural law, and the law of togetherness. Worshiping God (*parhyangan*) must in the framework of strengthening awareness of preserving nature (*palemahan*) and developing togetherness (*pawongan*) [8]. *Parhyangan* which was built in *Pakraman* village at home, in junior high school was intended to strengthen students, educators, educational staff in developing their profession, nurturing the environment, and building togetherness among fellow citizens. *Parhyangan* is functioned to develop the human self itself as part of other people so that they are ready to serve others not for their own exclusive interests. Science is not for exclusive but for integrative. This is what is used stock and capital by people who have knowledge or have the competence to serve others [9].

Serving others without provision of competence is necessary. So that the *parhyangan* that was built in the Middle School was to eliminate the human ego, namely the change from *wiswawara* (exclusive) to *wiswamitra* (integrative) [10]. As a result, there will always be a mental attitude to serve and not be served. Nothing can be done perfectly without moral strength and mental determination. In THK moral and mental will be strong if nature and environment are good. Then first of all nature conservation (*bhuta hita*) must first [10]. Education requires a conditioned environment. To advance vocational education in Bali there must be strong cultural insights and views so that no matter how advanced the movement of the Balinese people does not lose the root of their personality. Education must give birth to humans who have the ability to manage their lives properly and correctly. Without building a noble character, education will lead to social sin. If the school organizes education to teach students just to make a living, then that education will not bring improvements to life in the community. Realizing this education must be carried out with the added value of THK morality and Balinese culture.

According to the research of [11] found that educational programs that can empower and participate embody THK values, namely socio-cultural and Hindu

knowledge, conceptual understanding of THK's ideology. A balanced THK can be characterized when there is a relationship that fills and gives each other. This relationship occurs in religion and science because there is a saying that religion without the science of paralysis, science without religion is blind and these two relations are obtained through education. The results of this study are also in line with the results of the research conducted by [12] entitled THK Philosophy Role for the Growth and Performance of Village Credit Institutions (LPD) in Bali. In his research it was stated that the THK philosophy plays a role for LPD growth and performance. Tri Hita Karana philosophy makes LPD employees' performance better, honest, work hard, manage time, cooperate with each other, efficiently, eagerly and creatively at work.

Based on the testing of the second hypothesis, it was found that there was a significant contribution to the leadership of school principals' service 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 cannot be separated from one another. There is no group without leadership, and vice versa leadership exists only in group internal situations. A leader cannot be said 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 school organizations led by a school principal. The principal is a teacher who has the ability to lead all available resources in a school so that it can be utilized maximally to achieve common goals. The Principal has a very influential role in the school environment which is his responsibility. The task of the principal as leader is to help teachers develop their abilities to the fullest and create a healthy school life atmosphere, encourage teachers, administrative staff, students and parents to unite their thoughts and actions in effective collaborative activities for achieving school goals.

Based on the opinion of [13], it can be described the existence of 14 dimensions of leadership of principals' servants which consist of: (1) listening, (2) empathy, (3) healing, (4) awareness, (5) persuasion / persuasive, (6) conceptualization, (7) ability to predict, (8) ability to serve, (9) commitment to human growth, (10) building community, (11) willingness to accept obligations, (12) caring love, (13) humble, and (14) willing to share in power. A school principal in charge of leading the school should be able to master all dimensions/ competencies above. It aims to make the organizational atmosphere run conducive and especially like an inseparable family and always work together in overcoming obstacles faced by the organization. The results of this study are in line with the results of research conducted by [14] who found that there was a significant contribution of the leadership of school principals on teacher performance with a contribution of 32.70%.

Performance is the performance of a person who is shown in appearance, action, and work performance as an accumulation of the results of the knowledge, skills, values, and attitudes he has [15]. Furthermore, according to [16] the notion of performance in it contains three main elements, namely ability, effort, and opportunity that lead to work results. Teacher's performance certainly cannot be separated from school management based on the values of THK's local wisdom and the principal's service leadership. That is because the two variables above are very complex variables related to the teacher's atmosphere at work. If the atmosphere feels safe, comfortable, conducive and like at home alone, of course the teacher will also feel excited and comfortable at work. So that the teacher can focus on working on his rights and obligations equally. This certainly has a positive impact on improving teacher performance

IV. 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 THK local wisdom on teacher performance with a contribution of 57.80%, (2) there is a significant contribution of leadership of school principals to teacher performance with contributing 19.37%, and (3) together there was a significant contribution to the implementation of school management based on the values of THK local wisdom and leadership of school principals on the performance of junior high school teachers in Gerokgak District, Buleleng Regency with a contribution of 77.17%.

Based on the conclusion of this study, suggestions can be proposed as follows: (1) it is suggested to the teacher to live and practice THK values intensively in carrying out the duties and obligations as professional teachers so that in managing the learning process in school it can be effective and efficient and the educational goals to be achieved can be realized; and (2) to the principal intensively advised to continue implementing school management based on the values of THK local wisdom and servant leadership so that the principal will still be a role model for teachers and staff in the school. In addition, school principals are also advised to be able to

protect all of their subordinates so that activities in the school can run effectively and efficiently.

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