

# TRANSFORMATIONAL LEADERSHIP BASED ON TRI HITA KARANA: LITERATURE SYNTHESIS ON PRINCIPAL PERFORMANCE AND TEACHER MOTIVATION

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## Abstrak

Penguatan kualitas kepemimpinan sekolah menjadi fokus penting dalam meningkatkan kinerja kepala sekolah dan motivasi guru. Penelitian ini bertujuan menganalisis peran kepemimpinan transformasional berbasis Tri Hita Karana dalam konteks pendidikan melalui pendekatan Systematic Literature Review. Studi ini dilatarbelakangi oleh kebutuhan integrasi nilai kearifan lokal untuk menciptakan iklim sekolah yang harmonis serta mendukung pengembangan profesionalisme guru. Proses penelitian dilakukan dengan mengidentifikasi, menyaring, dan mengevaluasi artikel dari jurnal nasional maupun internasional yang terpublikasi dalam beberapa tahun terakhir. Setelah itu, artikel yang telah memenuhi kriteria inklusi akan dianalisis secara mendalam. Hasil kajian menunjukkan bahwa kepemimpinan berbasis Tri Hita Karana mampu meningkatkan efektivitas kepala sekolah, memperkuat interaksi sosial, dan mendorong motivasi guru. Implikasi penelitian ini menekankan pentingnya penerapan nilai budaya lokal dalam kepemimpinan sekolah sebagai strategi untuk meningkatkan kualitas pendidikan serta pengembangan karakter peserta didik secara berkelanjutan.

**Kata Kunci:** *Transformational Leadership; Tri Hita Karana; Kepala Sekolah; Motivasi Guru; Budaya Sekolah*

## Abstract

*Strengthening the quality of school leadership has become an important focus in improving principals' performance and teachers' motivation. This study aims to analyze the role of transformational leadership based on Tri Hita Karana in the educational context through a Systematic Literature Review approach. The study is motivated by the need to integrate local wisdom values in order to create a harmonious school climate and support the development of teacher professionalism. The research process was carried out by identifying, screening, and evaluating articles from national and international journals published in recent years. After that, articles that met the inclusion criteria were analyzed in depth. The findings show that leadership based on Tri Hita Karana is able to enhance principals' effectiveness, strengthen social interactions, and encourage teachers' motivation. The implications of this study emphasize the importance of applying local cultural values in school leadership as a strategy to improve the quality of education and foster the sustainable character development of students.*

**Keyword:** *Transformational Leadership; Tri Hita Karana; School Principal; Teacher Motivation; School Culture*

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## INTRODUCTION

Education plays a fundamental role in the formation of competitive, ethical human resources who are able to adapt to various global challenges. Through the educational process, knowledge and skills are developed alongside the formation of students' character so that they can understand and respond to social and cultural dynamics more maturely (Ramadhan et al., 2023). In its implementation, the quality of education is strongly influenced by how schools are managed and directed. Educational leadership becomes one of the determining factors in shaping policy direction, school culture formation, and the sustainability of educational practices that support the creation of effective schools (Jhon et al., 2021). Therefore, leadership can be viewed as a force that provides direction to the vision, values, and motivation of all school members in achieving broader educational goals (Day et al., 2016).

The fulfillment of educational goals in practice still faces various challenges. One prominent issue relates to how school leadership is able to act as a driver of change that is contextual and aligned with local cultural needs (Yusuf et al., 2024). A number of studies on educational leadership have predominantly emphasized instructional effectiveness and administrative aspects of school principals. This approach has not fully linked leadership with the cultural values of the community, which actually serve as the foundation for students' moral development (Dharmawan et al., 2024). This condition can create a gap between educational practices in schools and the socio-cultural realities experienced by students in their daily lives. As a result, efforts to strengthen character education are often not fully able to respond to the evolving value dynamics in society (Nugraha et al., 2021).

In the context of Indonesian culture, local wisdom becomes a source of values that is closely connected to students' lives and is relevant for strengthening character education in schools. These values can also guide school leadership practices to be more aligned with the social and cultural environment in which the school exists (Wahyuni et al., 2022). Among various local wisdom concepts widely discussed in academic studies, Tri Hita Karana (THK) is one of the philosophies that has received considerable attention. Tri Hita Karana views life as a balance of relationships that must be maintained, namely the relationship between humans and God (*parahyangan*), the relationship between humans and others (*pawongan*), and the relationship between humans and the environment (*palemahan*) (Suryawan et al., 2022). These values are able to encourage the development of moral awareness, social concern, and environmental responsibility among students (Putra et al., 2025a).

The integration of local wisdom into educational leadership opens opportunities for more contextual approaches in building a harmonious and ethical school culture (N. M. A. Saputri et al., 2025). Schools are essentially part of the social life of the community. The school environment should reflect the cultural values that exist around it, so that students can see a real connection between the educational process and the socio-cultural life they experience daily (Widyastama et al., 2025). In this context, the values of Tri Hita Karana do not remain at the conceptual level. These values can be used as references in various school practices, such as decision-making processes, conflict management, and building relationships among school members (Matiala et al., 2023). The application of these values helps school leadership become more sensitive to the character development needs of students who grow within specific cultural environments. At the same time, this approach provides space for educational practices to develop in a more open and relevant manner in a broader context.

Several studies show that transformational leadership is closely related to teacher motivation and school performance development. School principals who are able to inspire, build motivation,

and provide support to teachers tend to encourage the formation of schools as learning organizations that continue to develop adaptively (Widyastama et al., 2025). The transformational leadership approach is also known to strengthen commitment to tasks, increase professional engagement, and support the achievement of better learning outcomes. This occurs when teachers have professional autonomy and opportunities to work collaboratively within teaching teams (Betliani, 2024b). However, most of these studies still place transformational leadership within a general framework. The dimension of local cultural values, which could enrich educational leadership practices in Indonesia's diverse context, has not been widely explored in depth.

This issue becomes one of the backgrounds of the study, particularly related to the limited implementation of local cultural values such as Tri Hita Karana in the transformational leadership practices of school principals. The role of the principal is crucial in shaping school culture and encouraging teacher motivation. However, leadership practices in many schools tend to be top-down and focus more on administrative aspects rather than strengthening local values (Astriani et al., 2024; Sedana, 2021). This condition causes efforts to internalize character values in schools to be inconsistent, while the potential of local wisdom such as Tri Hita Karana in strengthening students' character formation has not been optimally utilized (Martinez & Partin, 2023; Saputri et al., 2025).

Although studies on educational leadership continue to develop, there remains a clear research gap related to the integration of Tri Hita Karana values within the framework of transformational leadership, particularly in relation to principal performance and teacher motivation. Several studies on THK have mostly discussed the strengthening of students' character or value-based learning practices, without directly linking them to leadership strategies in schools (Suryawan et al., 2022). On the other hand, studies on transformational leadership generally highlight aspects of motivation and organizational performance but have not sufficiently considered the role of cultural values embedded in society. This condition results in an incomplete understanding of the relationship between local cultural values and educational leadership practices.

Based on this background, this study is expected to contribute to the development of a more contextual educational leadership concept based on local cultural values. The findings of this study can also serve as a reference for school principals, policymakers, and education practitioners who are seeking leadership approaches that are relevant to the socio-cultural conditions of schools. In addition, this study is expected to open opportunities for further research that examines empirically the Tri Hita Karana-based leadership model within the context of education in Indonesia.

## **METHOD**

The approach used in this study is a Systematic Literature Review (SLR) to synthesize the results of previous studies regarding transformational leadership integrated with Tri Hita Karana values in the educational context. SLR was chosen because it is capable of providing a comprehensive understanding of complex phenomena, identifying research trends, and revealing research gaps relevant to the development of theory and practice. This method enables the systematic collection of empirical and conceptual evidence, so that the review results have high reliability and validity.

The SLR process in this study follows the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) framework, which consists of four main stages: identification, screening, eligibility, and inclusion. The identification stage was carried out by searching for articles in national and international databases, including Scopus, Web of Science, Google Scholar, Sinta, and university journal portals, using the keyword combinations "transformational leadership", "Tri Hita Karana", "educational leadership", "school leadership", and "character education". This search was limited to articles published within the period 2020–2025 to ensure the relevance of findings to the current educational context. The screening stage was conducted based on clear inclusion and

exclusion criteria. Articles were included if they discussed: (1) transformational leadership in schools or educational institutions, (2) the integration of cultural values or Tri Hita Karana, and (3) the impact on principal performance, teacher motivation, or student character development. Articles in the form of opinions, editorials, or those without a clear methodology were excluded from the analysis. The eligibility stage involved checking the methodological quality of the articles, such as research design, sample size, data analysis, and validity of findings. This quality assessment used guidelines from Booth et al. (2021) to ensure that only high-quality studies were analyzed. After passing this stage, articles that met the criteria were included in the inclusion stage, where data were coded and analyzed thematically using reference management software and synthesis matrices (e.g., Excel or NVivo) to map the relationship between transformational leadership variables and the implementation of Tri Hita Karana values in the educational context. Data analysis was conducted using a thematic approach to identify patterns, trends, and relationships among concepts in the reviewed literature. In this way, the study not only presents a summary of findings but also produces a conceptual framework that systematically links transformational leadership and local cultural values.

## RESULT

**Table 1. Systematic Literature Review Matrix**

Author	Research Findings
Andriadi & Sulistiyo (2024)	Transformational leadership increases teacher motivation, job satisfaction, and has a positive impact on student achievement through inspiration, collaboration, and teacher empowerment.
Suardana et al. (2020)	The implementation of THK strengthens teacher-student-environment relationships, increases social awareness and collaboration, and minimizes conflict in schools.
Widiastuti et al. (2022)	Integration of THK in leadership practices increases teacher motivation, conflict management effectiveness, and teacher job satisfaction.
Yusuf et al. (2024)	Local wisdom-based character education can improve students' character development holistically.
Suryawan et al. (2022)	Character education is able to increase changes in attitudes and character for the better in students and society by strengthening harmony with others, obedience to rules, respect for others, devotion to God, and concern for the environment.
Saputri et al. (2025)	Local wisdom-based approaches such as Tri Hita Karana can be a solution to improving learning outcomes while shaping better student character.
Matiala et al. (2023)	The principal plays an important role in developing character education
Laksmi et al. (2023)	THK integration improves teacher job satisfaction, collaboration between teachers, and a positive school culture. Principals become more effective in building a conducive learning environment.
Betliani (2024b)	The Tri Hita Karana concept by the principal has a positive impact on the formation of students' character through spiritual, social, and environmental harmony.
Sedana (2021)	There is a contribution to the performance of school principals and teachers based on Tri Hita Karana values
Astriani et al. (2024)	Transformational leadership, work ethic, organizational commitment, and work motivation have a significant influence both partially and simultaneously on teacher performance.
Ramadhan et al. (2023)	Effective principals improve teacher motivation, school performance, and team collaboration through the implementation of local THK values.
Widyastama et al. (2025)	Tri Hita Karana-based character education has a significant influence on the formation of students' character, especially in aspects of religiosity, social relations, and concern for the environment.
Martinez & Partin (2023)	School ethics and leadership relate to principal preparation programs, implementation of character education, and attention to student achievement.
Putra et al. (2025)	Tri Hita Karana-based leadership is able to improve school quality management by strengthening relationships between stakeholders, community involvement, and strengthening spiritual values,
Nugraha et al. (2021)	Integrating local wisdom into educational leadership has been proven to improve student character and strengthen the relationship between schools and the community.

The Systematic Literature Review approach in this study functions to identify, evaluate, and synthesize findings related to the integration of Tri Hita Karana (THK) values in transformational leadership in schools. The SLR was conducted to reveal patterns of relationships between leadership practices, teacher motivation, and principals' performance, as well as to assess how local cultural values can strengthen leadership effectiveness. From the screening process and inclusion criteria, 16 relevant national and international journals were identified, which were then analyzed and summarized in the following matrix.

## **DISCUSSION**

The results of the literature synthesis indicate that transformational leadership based on Tri Hita Karana has a consistent relationship with improving principal performance and teacher motivation. These findings confirm that the success of school leadership is grounded in the capability of a leader to build vision, exemplify role modeling, and establish value orientations that are accepted by all members of the school community. Principals who are able to drive change while creating meaningful work for teachers tend to produce school organizations that are more effective, adaptive, and productive (Andriadi & Sulistiyo, 2024; Ramadhan et al., 2023). The integration of Tri Hita Karana values ultimately provides a cultural foundation that strengthens the implementation of transformational leadership in educational settings.

Transformational leadership has four core components. The main elements of this leadership model include idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. These four dimensions align with the principles of Tri Hita Karana, namely *parahyangan*, *pawongan*, and *palemahan*. The value of *parahyangan* relates to integrity, moral responsibility, and ethical orientation in leadership. Principals who lead based on moral values tend to gain stronger legitimacy because consistent actions can increase teachers' trust. Research by Yuanita (2024) shows that the implementation of the Tri Hita Karana concept contributes to the formation of harmonious leadership among school members. In addition, Selamet et al. (2025) also emphasize that the internalization of Tri Hita Karana values in educational practices strengthens more meaningful school transformation. This indicates that the spiritual and ethical dimensions are important foundations for improving principal performance. Principals who successfully encourage open communication, collaboration, and appreciation for teachers tend to foster a healthy and productive work atmosphere. Research by Widiastuti et al. (2022) and Laksmi et al. (2023) shows that the integration of Tri Hita Karana in leadership practices is associated with increased job satisfaction, teacher collaboration, and a conducive school climate. The findings of Segarayoga et al. (2025) also confirm that leadership, work motivation, school culture, and work morale simultaneously contribute to improving teacher performance. Meanwhile, the value of *palemahan* expands leadership orientation toward responsibility for a healthy, orderly, and sustainable work environment (Suryawan et al., 2022). The school environment in this context refers to an organizational atmosphere that supports the learning process and teachers' professional performance (Suardana et al., 2020). Principals who pay attention to workplace comfort, facility management, and disciplinary culture tend to be more effective in maintaining organizational productivity. Research by Astawa (2022) shows that a Tri Hita Karana-based approach has a positive impact on the quality of learning and student learning outcomes, which indirectly reflects the effectiveness of school leadership. A study by Sukmawati et al. (2024) also confirms that the integration of environmental values in education can build a sustainability-oriented leadership perspective from an early stage. These findings indicate that *palemahan* is relevant in strengthening principal performance through the creation of a conducive work ecosystem.

Transformational leadership based on Tri Hita Karana is associated with improved decision-making quality, conflict resolution ability, and effectiveness in school management. Principals who operate with a social harmony orientation tend to be more capable of building support from teachers, parents, and the community. Research by Putra et al. (2025) shows that a Tri Hita Karana-based leadership approach contributes to improving school quality management through stakeholder involvement and strengthening organizational spiritual values. In addition, a study by Matiala et al. (2023) also emphasizes that principal leadership plays an important role in the development of sustainable education. This indicates that principal performance is largely reflected in their ability to maintain organizational stability and direct school transformation.

Transformational leadership based on Tri Hita Karana also enhances teacher motivation. Educators who experience support, fairness, and opportunities for growth tend to have higher work commitment. This is in line with Self Determination Theory, where intrinsic motivation grows when individuals experience the fulfillment of competence, autonomy, and relatedness needs. These three elements align with Tri Hita Karana-based leadership practices. Teachers who have opportunities to develop their competencies through professional development tend to feel more valued within healthy work relationships and operate in a morally meaningful environment. Research by Astriani et al. (2024) confirms that leadership, organizational culture, and job satisfaction influence employee performance. The study by Andriadi & Sulistiyo (2024) also shows that transformational leadership affects teacher motivation, job satisfaction, and student achievement. Similarly, Sedana (2021) found that Tri Hita Karana values contribute to teacher performance, which is closely related to the level of work motivation. These empirical studies indicate that teacher motivation can emerge from a combination of structural support and value reinforcement within school organizations.

Collective teacher commitment is further strengthened through transformational leadership based on Tri Hita Karana. Teachers who work within a collaborative culture tend to be more engaged in instructional innovation, mutually supportive, and more loyal to school goals. Research by Betliani (2024) confirms that the role of principals in implementing the Tri Hita Karana concept encourages teacher involvement in student character education. In line with this, B. E. Saputri & Indrapangastuti (2025) and Listyawati et al. (2024) show that Tri Hita Karana values are also associated with improved student learning outcomes and discipline, which in practice are strongly influenced by teacher motivation and consistency. This indicates that teacher motivation not only impacts individuals but also directly influences the quality of the educational process in schools.

The need for adaptive leadership is becoming increasingly crucial in the era of educational digitalization. Changes in work systems and the demands of technology use add complexity to the roles of both principals and teachers. A study by Hilhamsyah et al. (2024) highlights changes in teachers' work habits and increased workload in the digital education era. At the same time, Sabariah et al. (2025) show that teacher training has a transformational impact on the use of technology-based learning media. In such conditions, principals are required to lead change without neglecting teacher well-being. Tri Hita Karana values serve as a foundation for balancing innovation demands, social relationships, and a healthy work environment. These conditions indicate that transformational leadership based on local values has strong relevance in addressing contemporary educational challenges.

Culturally-based education contributes to strengthening learning motivation and the relevance of learning in schools. The integration of local wisdom in instructional materials has been proven to increase students' engagement with the learning process because the material is closely related to their social and cultural experiences. Research by Eltias et al. (2024) highlights the urgency of teaching narrative texts based on local wisdom to improve the quality of literature learning. In

addition, studies by Sari et al. (2024) and Yusuf et al. (2024) emphasize the importance of developing learning modules incorporating local cultural values for students. The development of culturally enriched teaching materials can strengthen the collective identity of schools and create more meaningful learning environments.

Overall, the results of the literature synthesis indicate that transformational leadership based on Tri Hita Karana is a relevant approach in improving principal performance and teacher motivation. The integration of spiritual, social, and environmental values has been proven to strengthen the effectiveness of transformational leadership. Principals play a crucial role as organizational managers and value leaders who maintain collective commitment in achieving educational goals. These findings confirm that the integration of modern leadership principles and local wisdom can serve as a strategic foundation for developing adaptive and sustainable schools. The practical implications of this study indicate that principal development programs need to focus on managerial competence, the ability to build a positive work culture, the implementation of ethical leadership, and an understanding of the socio-cultural characteristics of the school environment. In addition, education policymakers need to provide broader opportunities for integrating local cultural values into school governance so that efforts to improve educational quality become more contextual and have long-term impact.

## CONCLUSION

Transformational leadership based on Tri Hita Karana (THK) has been proven to enhance principal performance, teacher motivation, and school culture. Principals who apply spiritual, social, and environmental values are able to make ethical decisions, build harmonious relationships, and manage schools sustainably. The integration of THK values also encourages teachers to become more engaged, collaborative, and committed to the development of students' character. Meanwhile, school culture becomes more ethical, adaptive, and contextual. Future research is recommended to empirically test THK-based leadership models across different educational levels or regions to ensure their effectiveness and long-term impact on the quality of education.

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