



Tri Hita Karana-Based School Leadership for Shaping Elementary School Graduate Profiles

Putu Eka Krisnayani*, Ida Bagus Putu Arnyana, I Wayan Suja

Elementary Education Study Program, Postgraduate Program,

Universitas Pendidikan Ganesha, Indonesia

*Corresponding Author. Email: eka.krisnayani@student.undiksha.ac.id

Abstract: This study aims to analyze Tri Hita Karana-based school leadership as a conceptual foundation for shaping elementary school graduate profiles. The study employed a qualitative library research approach by examining educational policy documents, scientific journal articles, books, and other relevant academic publications related to Tri Hita Karana, school leadership, character education, local wisdom-based education, and elementary school graduate profiles. Data were collected through the identification, screening, classification, and synthesis of relevant literature. The data were analyzed using content analysis and thematic analysis, while source triangulation and relevance checking were employed to enhance the credibility of the findings. The results indicate that the three core principles of Tri Hita Karana—*Parhyangan*, *Pawongan*, and *Palemahan*—are closely aligned with the dimensions of elementary school graduate profiles. **Parhyangan** strengthens faith, moral awareness, and ethical behavior; **Pawongan** promotes citizenship, collaboration, communication, empathy, and social responsibility; whereas *Palemahan* fosters ecological awareness, healthy lifestyles, independence, creativity, and critical thinking. The findings further suggest that leadership grounded in Tri Hita Karana provides a conceptual framework for school principals and teachers to integrate local wisdom into school culture, classroom instruction, co-curricular programs, and students' daily character development. Overall, this study demonstrates that Tri Hita Karana-based school leadership can serve as a strategic bridge between national graduate competency standards and local wisdom-based education, contributing to the development of elementary school graduates who are academically competent, spiritually grounded, socially responsible, and environmentally conscious.

Article History

Received: 01-04-2026

Revised: 08-05-2026

Accepted: 12-06-2026

Published: 20-07-2026

Key Words:

School Leadership; Tri Hita Karana; Graduate Profile.

How to Cite: Krisnayani, P. E., Arnyana, I. B. P., & Suja, I. W. (2026). Tri Hita Karana-Based School Leadership for Shaping Elementary School Graduate Profiles. *Jurnal Paedagogy*, 13(3), 1251-1262. <https://doi.org/10.33394/jp.v13i3.20484>



<https://doi.org/10.33394/jp.v13i3.20484>

This is an open-access article under the [CC-BY-SA License](https://creativecommons.org/licenses/by-sa/4.0/).



Introduction

Elementary education plays a fundamental role in shaping the intellectual, social, emotional, moral, and spiritual foundation of students. At this level, education is not only directed toward the mastery of knowledge and basic skills, but also toward the formation of character, social awareness, cultural identity, and responsibility toward the environment (Marliansyah & Suwadi, 2024; Nurrochman et al., 2023). In the contemporary digital era, elementary school students are increasingly exposed to rapid technological development, global cultural flows, and various forms of information that may influence their attitudes and daily behavior (Anggraini et al., 2023; Suparya et al., 2022). This condition creates both opportunities and challenges for schools. On the one hand, digital transformation provides access to broader learning resources. On the other hand, uncontrolled exposure to digital content may weaken discipline, empathy, politeness, social responsibility, and local cultural



identity (Raili & Shaddiq, 2026; Rajput, 2026). Previous studies show that the digital environment has a significant influence on children's behavior and well-being, especially when it is not balanced with character strengthening (Anbiya et al., 2026; Kankaanranta et al., 2021; Puspayanti et al., 2023; Rai et al., 2022). Excessive gadget use may also affect students' discipline, responsibility, and social behavior, making the role of teachers and parents essential in guiding children's ethical and responsible use of technology (Faradibah et al., 2025; Latuwael, 2023; Macaponggis et al., 2024). Therefore, elementary schools need a leadership approach that is able to strengthen students' character while maintaining harmony between national educational goals and local wisdom.

The Indonesian education system has responded to these challenges through the formulation of graduate competency standards that emphasize the holistic development of students. The graduate profile at the elementary school level is directed toward the integration of attitudes, knowledge, and skills through several dimensions, including faith and devotion to God Almighty, citizenship, critical reasoning, creativity, collaboration, independence, health, and communication (Handayani et al., 2025; Indriani et al., 2024). These dimensions indicate that the quality of elementary school graduates cannot be measured only through academic achievement, but also through their ability to live harmoniously with themselves, others, God, society, and the natural environment (Nor & Sari, 2025; Sitepu et al., 2026; Suryani & Muslim, 2024). In this regard, character education becomes a strategic solution because it is a planned process of internalizing moral values in students' lives, including their relationship with God, other people, the environment, and the nation (Latuwael, 2023; Mashoedi et al., 2025; Utamirohmahsari, 2024). In addition, local culture-based education is important in the digital era because it helps preserve students' cultural identity while strengthening their character through the integration of local values in planning, implementation, and evaluation of learning (Dikta, 2020; Sugiyarti et al., 2024; Wijayanti, 2025). Consequently, the achievement of the graduate profile requires more than curriculum implementation. It requires school leadership that can translate educational regulations into school culture, learning practices, teacher collaboration, and daily student habituation (Anisah, 2023; Firdaus, 2026; Nursobah et al., 2025).

The philosophy of *Tri Hita Karana* offers a relevant local wisdom framework for strengthening school leadership and character education (Dewi et al., 2024; Gading et al., 2025). *Tri Hita Karana* is a Balinese philosophical concept that emphasizes three forms of harmonious relationships: *Parhyangan*, which refers to the relationship between humans and God; *Pawongan*, which refers to the relationship among humans; and *Palemahan*, which refers to the relationship between humans and the environment (Ardiawan & Adnyana, 2024; Puspayanti et al., 2023; Rai et al., 2022; Yudiana et al., 2025). In education, these three dimensions provide a holistic foundation for developing students who are spiritually grounded, socially responsible, and environmentally aware (Astriani et al., 2024; Rai et al., 2022). The value of *Parhyangan* is closely related to the formation of religious and moral character (Putra et al., 2025; I. A. E. Yuanita, 2024). *Pawongan* supports the development of empathy, cooperation, tolerance, communication, and citizenship (Dewi et al., 2024; Wirahyuni et al., 2021). *Palemahan* strengthens ecological awareness, healthy living habits, and responsibility for environmental sustainability (Sedana et al., 2022; Yulia et al., 2026). The implementation of *Tri Hita Karana* in education is considered relevant because it can serve as a moral compass that guides students to develop ethical behavior and ecological awareness based on local cultural values (Dikta, 2020; Puspayanti et al., 2023). Moreover, *Tri Hita Karana* is conceptually aligned with the graduate profile dimensions because it



integrates spiritual, social, and ecological values in a holistic educational framework (Ngurah et al., 2025; Puspayanti et al., 2023; Putra et al., 2025). Thus, *Tri Hita Karana* has strong conceptual relevance to the formation of elementary school graduate profiles.

Previous studies have discussed *Tri Hita Karana* in relation to character education, local wisdom-based learning, school culture, and the strengthening of the Pancasila Student Profile (Arimurti et al., 2025; Wirahyuni et al., 2021; Yulia et al., 2026). Several studies have also emphasized the importance of school leadership in improving teacher performance, strengthening school culture, and supporting character education in the digital era. School leadership plays a crucial role in directing, guiding, and motivating teachers to implement innovative learning and strengthen school quality (Ariani et al., 2026; Bellemans & Devos, 2023). Effective school leadership also determines how school resources are mobilized to achieve character education goals consistently (Ansori et al., 2024; Masnawati & Darmawan, 2022). These studies show that local wisdom and leadership are important factors in improving the quality of education (Nurjannah & Chandra, 2025; Rohyadi et al., 2025; Thohir & Baharun, 2024). However, most previous studies still discuss *Tri Hita Karana* and school leadership separately. Studies that specifically examine *Tri Hita Karana*-based school leadership as a strategic foundation for shaping the elementary school graduate profile remain limited. In addition, the connection between the three pillars of *Tri Hita Karana* and the dimensions of the elementary school graduate profile has not been sufficiently elaborated as an operational leadership framework.

Previous studies have discussed *Tri Hita Karana* in relation to character education, local wisdom-based learning, school culture, and the strengthening of the Pancasila Student Profile (Arimurti et al., 2025; Wirahyuni et al., 2021; Yulia et al., 2026). Other studies have also emphasized the importance of school leadership in improving teacher performance, strengthening school culture, mobilizing school resources, and supporting character education in the digital era (Ansori et al., 2024; Ariani et al., 2026; Bellemans & Devos, 2023; Masnawati & Darmawan, 2022). These studies indicate that both local wisdom and school leadership are important factors in improving educational quality (Nurjannah & Chandra, 2025; Rohyadi et al., 2025; Thohir & Baharun, 2024). However, most previous studies still discuss *Tri Hita Karana* and school leadership separately. Studies that specifically position *Tri Hita Karana*-based school leadership as an operational framework for shaping elementary school graduate profiles remain limited, particularly in explaining how *Parhyangan*, *Pawongan*, and *Palemahan* can be translated into leadership practices, school culture, learning activities, and character habituation. Therefore, this article addresses the conceptual problem of how *Tri Hita Karana*-based school leadership can contribute to the formation of elementary school graduate profiles. This problem is important because graduate competency standards may remain normative if they are not supported by strong leadership, teacher role modeling, contextual values, and consistent school routines. Accordingly, the novelty of this article lies in its conceptual mapping of *Tri Hita Karana* as a leadership foundation that connects local wisdom with national graduate competency standards at the elementary school level.

Research Method

This study employed a qualitative library research design (Sari et al., 2022). This design was used to examine, interpret, and synthesize scholarly concepts related to *Tri Hita Karana*-based school leadership and its relevance to the formation of elementary school graduate profiles. The data sources consisted entirely of scientific journal articles discussing



Tri Hita Karana, school leadership, character education, local wisdom-based education, school culture, elementary education, and graduate profile dimensions. These articles were selected because they provided conceptual or empirical support for understanding the values of Parhyangan, Pawongan, and Palemahan in relation to leadership practices, school culture, and graduate profile development.

The literature search was conducted through Google Scholar, Garuda, SINTA, Crossref, and ResearchGate. The search used combinations of keywords and Boolean operators, including “Tri Hita Karana” AND “school leadership”, “Tri Hita Karana” AND “character education”, “Tri Hita Karana” AND “elementary school”, “local wisdom” AND “school culture”, “school leadership” AND “graduate profile”, and “elementary school” AND “graduate competency”. The search focused on Indonesian and English journal articles published between 2020 and 2026, available in full text, and relevant to the focus of this study.

The initial search identified 277 journal articles. After removing duplicate and inaccessible articles, 218 articles were retained for title and abstract screening. At this stage, 146 articles were excluded because they were not directly related to Tri Hita Karana, school leadership, local wisdom, elementary education, or graduate profile development. The remaining 72 articles were assessed in full text using inclusion and exclusion criteria. From this stage, 54 articles were eliminated because they did not provide sufficient conceptual or empirical support for the relationship between local wisdom, school leadership, character formation, and graduate profile dimensions. Finally, 18 journal articles were selected as the main sources for synthesis.

The data were analyzed using content analysis and thematic analysis. Content analysis was used to examine the main ideas, concepts, and findings contained in the selected journal articles (Sugiyono & Lestari, 2021), while thematic analysis was used to organize the findings into major themes, including the alignment of *Parhyangan*, *Pawongan*, and *Palemahan* with graduate profile dimensions, the role of school leadership in internalizing these values, and the operationalization of *Tri Hita Karana*-based leadership in school culture and learning practices. To strengthen credibility, this study applied cross-source comparison and relevance checking by ensuring that each article directly supported the focus of the study.

Results and Discussion

The literature synthesis shows that Tri Hita Karana-based school leadership provides a contextual framework for shaping elementary school graduate profiles through three interconnected pillars: Parhyangan, Pawongan, and Palemahan. These three pillars form leadership orientations that connect spiritual-moral development, social-relational development, and ecological responsibility with the expected dimensions of elementary school graduates. The synthesis indicates that Tri Hita Karana does not function merely as a cultural philosophy, but as a value-based leadership foundation that can guide school principals and teachers in translating local wisdom into school culture, learning practices, and character habituation. This framework enables schools to view graduate profile development as an integrated process involving values, relationships, learning experiences, and environmental awareness. It also emphasizes that the formation of graduates should not be limited to academic achievement, but should include the development of moral integrity, social sensitivity, collaborative competence, and responsibility toward the natural environment. Therefore, Tri Hita Karana-based leadership can strengthen the connection between national educational expectations and culturally rooted school practices. The



alignment between *Tri Hita Karana* values and the elementary school graduate profile can be seen in the following table.

Table 1. Conceptual Alignment between *Tri Hita Karana* Pillars and Elementary School Graduate Profile Dimensions

Pillars of <i>Tri Hita Karana</i>	Leadership Orientation	Relevant Graduate Profile Dimensions	School-Based Practices
<i>Parhyangan</i>	Spiritual and moral leadership	Faith and devotion to God Almighty, independence, health	Prayer habituation, moral reflection, religious activities, gratitude practice, ethical behavior modeling
<i>Pawongan</i>	Relational and collaborative leadership	Citizenship, collaboration, communication, creativity	Cooperative learning, 5S culture, peer collaboration, inclusive school culture, teacher-parent partnership
<i>Palemahan</i>	Ecological and sustainability-oriented leadership	Critical reasoning, health, independence, creativity	Ecopedagogy, school greening programs, waste management, environmental projects, healthy school campaigns

The conceptual mapping indicates that *Parhyangan*, *Pawongan*, and *Palemahan* work as integrated domains rather than separate values. *Parhyangan* provides the moral and spiritual basis for students' self-regulation and ethical behavior. *Pawongan* translates moral values into social interaction, empathy, collaboration, communication, and citizenship. *Palemahan* extends these values into ecological awareness, healthy behavior, creativity, and responsibility for environmental sustainability. In this sense, *Tri Hita Karana*-based leadership supports the graduate profile by connecting personal character, social responsibility, and environmental consciousness within one coherent leadership framework.

The findings also show that school leadership plays a central role in transforming *Tri Hita Karana* values into educational practices. School principals and teachers function as value leaders, culture builders, instructional facilitators, and collaboration managers. These roles enable schools to internalize *Tri Hita Karana* values through daily routines, classroom learning, co-curricular activities, and stakeholder collaboration. Thus, the formation of elementary school graduate profiles does not depend only on curriculum documents or formal standards, but also on leadership capacity to create a consistent value-based school environment.

Overall, the result of this study indicates that *Tri Hita Karana*-based school leadership forms a conceptual bridge between national graduate competency standards and local wisdom-based education. The three pillars provide a leadership foundation for developing elementary school graduates who are academically capable, morally grounded, socially responsible, communicative, collaborative, independent, healthy, creative, and environmentally conscious. This finding highlights that graduate profile formation becomes more meaningful when educational standards are operationalized through school leadership, teacher role modeling, school culture, and culturally relevant practices.

Discussion

The findings indicate that *Tri Hita Karana*-based school leadership is relevant for shaping elementary school graduate profiles because it provides a holistic value structure for school management and character formation. Previous studies have emphasized that character education cannot be developed only through normative instruction, but must be supported by habituation, modeling, school culture, and leadership consistency (Arief, 2023; Intansari et



al., 2026; Rohyadi et al., 2025; Romiyatun & Wakhudin, 2023; Widat & Wulandari, 2023). In this context, *Tri Hita Karana* strengthens the role of school leadership by providing a culturally grounded framework that integrates spiritual, social, and ecological values into daily school life (Puspayanti et al., 2023; Rai et al., 2022; Sedana et al., 2022; Wirahyuni et al., 2021; Yuanita, 2024).

The substantive contribution of this study lies in the positioning of *Tri Hita Karana* as a leadership foundation rather than merely as a cultural or philosophical concept. *Parhyangan* encourages school leaders to strengthen moral awareness, gratitude, self-control, and religious character through exemplary behavior and value-based routines (Arimurti et al., 2025; Hartayani & Wulandari, 2022; Sanjaya et al., 2025; Yulia et al., 2026). *Pawongan* supports the development of empathy, citizenship, communication, cooperation, and respect for diversity through relational leadership and collaborative school culture (Arnyana & Utami, 2021; Indrawan et al., 2025; Lestari et al., 2025; Sedana et al., 2022). *Palemahan* strengthens ecological awareness, healthy habits, critical reasoning, independence, and creativity by connecting learning with environmental responsibility and sustainable behavior (Hartayani & Wulandari, 2022; Wulandari & Sutajaya, 2022; I. A. E. Yuanita, 2024; Yulia et al., 2026). These three dimensions show that the graduate profile can be shaped through a balanced interaction between personal morality, social participation, and ecological responsibility.

From a psychological perspective, *Tri Hita Karana*-based leadership contributes to student character development by creating repeated value experiences in the school environment. Students do not only receive moral messages, but also experience values through routines, teacher modeling, peer interaction, collaborative learning, and environmental activities. Repeated experiences can strengthen moral awareness, empathy, self-regulation, responsibility, and care for others. This finding is consistent with studies showing that character development in elementary education requires habituation, exemplary practices, and meaningful student participation (Arief, 2023; Intansari et al., 2026; Sholikah et al., 2025; Widat & Wulandari, 2023). Therefore, *Tri Hita Karana*-based leadership can make graduate profile dimensions more visible in students' daily behavior because values are practiced continuously rather than taught only as abstract concepts.

From an institutional perspective, *Tri Hita Karana*-based leadership works through the alignment of school vision, leadership behavior, teacher collaboration, learning integration, and school culture. Principals play a strategic role in ensuring that local wisdom is not limited to ceremonial activities, but becomes part of school governance, instructional supervision, and character habituation (Ansori et al., 2024; Masnawati & Darmawan, 2022; Nurjannah & Chandra, 2025; Rohyadi et al., 2024; Thohir & Baharun, 2024). Teachers also play an important role by translating *Tri Hita Karana* values into classroom interaction, learning materials, student projects, and assessment practices (Ansori et al., 2024; Lestari et al., 2025). Through this process, school leadership becomes a mechanism that connects values, curriculum implementation, and student character formation.

Compared with conventional instructional leadership, which often emphasizes curriculum delivery, teacher supervision, learning achievement, and academic performance, *Tri Hita Karana*-based leadership offers a broader orientation. It does not reject instructional improvement, but expands it by integrating moral, social, cultural, and ecological dimensions into school leadership practices. This distinction is important because elementary school graduate profiles include not only academic competence, but also faith, citizenship, collaboration, communication, independence, health, creativity, critical reasoning, and



environmental responsibility (Handayani et al., 2025; Indriani et al., 2024; Nor & Sari, 2025; Sitepu et al., 2026). Thus, *Tri Hita Karana*-based leadership can complement instructional leadership by ensuring that learning quality is accompanied by character strengthening and cultural relevance.

The findings also reinforce the importance of contextualizing national education standards through local wisdom. National graduate competency standards provide general directions for the expected quality of graduates, while *Tri Hita Karana* provides cultural meaning and practical guidance for implementation at the school level. This integration is important in elementary education because students are still in the early stage of character formation and require learning experiences that are close to their cultural environment (Dikta, 2020; Indriani et al., 2024; Mashoedi et al., 2025; Sugiyarti et al., 2024). Therefore, local wisdom-based leadership can help schools transform graduate profile dimensions from formal policy targets into lived values within the school community.

However, the implementation of *Tri Hita Karana*-based leadership also requires institutional commitment. Schools may face challenges related to teacher understanding, limited resources, time allocation, and consistency of implementation (Firdaus, 2026; Masnawati & Darmawan, 2022). In addition, local wisdom may be reduced to symbolic or ceremonial activities if school leaders do not integrate it into decision-making, learning practices, and school culture (Putra et al., 2025; Sugiyarti et al., 2024; Yuanita, 2024). Therefore, school principals need to ensure that *Tri Hita Karana* becomes a leadership principle that guides school management, teacher development, student habituation, and stakeholder collaboration.

Overall, this study confirms that *Tri Hita Karana*-based school leadership provides a strategic conceptual framework for shaping elementary school graduate profiles. Its strength lies in its ability to integrate spiritual, social, and ecological harmony into school leadership and educational practice (Ardiawan & Adnyana, 2024; Puspayanti et al., 2023; Rai et al., 2022). Through this framework, elementary schools can develop graduates who are not only academically competent, but also spiritually grounded, socially responsible, communicative, collaborative, independent, healthy, creative, and environmentally conscious. This confirms that graduate quality is shaped not only by curriculum content, but also by the ability of school leadership to build a consistent, culturally relevant, and value-based educational ecosystem.

Conclusion

This literature-based study concludes that *Tri Hita Karana*-based school leadership provides a relevant conceptual framework for shaping elementary school graduate profiles. The three pillars of *Tri Hita Karana*, namely *Parhyangan*, *Pawongan*, and *Palemahan*, can be positioned as leadership orientations that connect spiritual-moral development, social responsibility, and ecological awareness with the expected qualities of elementary school graduates. *Parhyangan* strengthens faith, moral awareness, ethical behavior, and self-regulation; *Pawongan* develops empathy, citizenship, communication, collaboration, and respect for diversity; while *Palemahan* fosters environmental awareness, healthy habits, critical reasoning, creativity, independence, and responsibility for sustainability.

As a literature-based study, the principal value of this research lies not in empirical measurement, but in its theoretical and conceptual contribution. The original contribution of this study is the formulation of *Tri Hita Karana*-based school leadership as a culturally responsive leadership framework that connects local wisdom with graduate profile



development in elementary education. This article contributes to the international educational management literature by expanding the discussion of school leadership beyond instructional and administrative effectiveness toward a more holistic model that integrates spiritual, relational, cultural, and ecological dimensions. In this sense, *Tri Hita Karana* is not merely presented as a local philosophical value, but as a conceptual lens for understanding how school leadership can transform cultural values into school culture, learning practices, teacher role modeling, and student character formation.

This study also offers a conceptual bridge between national graduate competency standards and local wisdom-based educational management. It shows that the formation of elementary school graduate profiles requires leadership that is able to translate policy goals into consistent school practices and meaningful student experiences. Therefore, *Tri Hita Karana*-based school leadership can support the development of graduates who are academically capable, spiritually grounded, socially responsible, culturally rooted, and environmentally conscious. Future studies are recommended to empirically examine this conceptual framework in various school contexts, using qualitative, quantitative, or mixed-method designs to test its relevance, implementation, and impact on school culture, teacher practices, and student character development.

Recommendation

Based on the findings of this study, school principals are recommended to integrate *Tri Hita Karana* values into school vision, management policies, teacher development programs, and daily school culture. The values of *Parhyangan*, *Pawongan*, and *Palemahan* should not be implemented only as ceremonial or symbolic activities, but should become the foundation of decision-making, interpersonal relations, learning supervision, and school environment management.

Teachers are recommended to internalize *Tri Hita Karana* values in lesson planning, classroom interaction, project-based learning, co-curricular activities, and student character habituation. Learning activities should provide students with meaningful experiences that strengthen spiritual awareness, social responsibility, communication, collaboration, creativity, independence, healthy behavior, and environmental care.

Future researchers are recommended to conduct empirical studies on the implementation of *Tri Hita Karana*-based school leadership in elementary schools. Further research may use qualitative case studies, quantitative surveys, or mixed-method designs to examine its impact on school culture, teacher performance, student character development, and the achievement of elementary school graduate profile dimensions.

References

- Anbiya, B. F., Budimansyah, D., Maftuh, B., & Komalasari, K. (2026). *Strengthening Student Well-Being in the Digital Era Through Character Strengths: A Systematic Review*. <https://doi.org/10.37680/scaffolding.v8i1.8789>
- Anggraini, T., Wulandari, A., Bella, H. S., Anggraini, T. W., & Fetriasih, R. (2023). Dampak lingkungan sosial terhadap perkembangan psikologi anak. *Nautical: Jurnal Ilmiah Multidisiplin Indonesia*, 2(4), 216–225.
- Anisah, A. (2023). Implementation strengthening education character student school Al-anwar's foundations through school culture. *Assyfa Journal of Islamic Studies*, 1(2), 121–129.
- Ansori, Y. Z., Nahdi, D. S., Juanda, A., & Santoso, E. (2024). Developing the character of elementary school students through values-based leadership. *Al-Ishlah: Jurnal*



Pendidikan, 16(4), 5335–5344.

- Ardiawan, I. K. N., & Adnyana, K. S. (2024). Analisis penerapan Profil Pelajar Pancasila dalam pembentukan karakter peserta didik berlandaskan ideologi Tri Hita Karana di sekolah dasar. *Jurnal Ilmiah Pendidikan Citra Bakti*, 11(2), 539–550. <https://doi.org/10.38048/jipcb.v11i2.3395>
- Ariani, N. K. D., Rizal, R., Pahriadi, P., Aqil, M., Wilade, S., & Lapasere, S. (2026). Innovative Leadership and Educational Quality Management: A Qualitative Study of Principal Practices in a Indonesian Primary School. *Journal of Innovation and Research in Primary Education*, 5(1), 662–673. <https://doi.org/10.56916/jirpe.v5i1.2851>
- Arief, M. M. (2023). Reshaping Habituation Program to Optimize Children Self-Development in Elementary. *Journal of Media and Pedagogical Practices*, 1(01), 1–11.
- Arimurti, P. P., Sumilah, S., Sudianti, W., Sari, W. T., & Sari, W. Y. (2025). Integration of Tri Hita Karana in Contextual Learning Models for Strengthening Ecopedagogy of Elementary School Students. *Widya: Jurnal Ilmu Pendidikan*, 331–341.
- Arnyana, I. B. P., & Utami, I. A. M. I. (2021). Character Education Through JEMOYA Cycle Based on the Orientation of Tri Hita Karana Philosophy in Elementary School. *5th Asian Education Symposium 2020 (AES 2020)*, 520–526.
- Astriani, N. P. D., Agung, A. A. G., & Sulindawati, N. L. G. E. (2024). Kontribusi Implementasi Manajemen Berbasis Nilai-Nilai Kearifan Lokal Tri Hita Karana, Kepemimpinan, Budaya Organisasional dan Kepuasan Kerja Terhadap Kinerja Pegawai di Perumda Bhukti Praja Sewakadarma di Kota Denpasar. *EDUKASIA: Jurnal Pendidikan Dan Pembelajaran*, 5(1), 41–54. <https://doi.org/10.62775/edukasia.v5i1.715>
- Bellemans, L., & Devos, G. (2023). Exploring the sources of self-efficacy by Flemish school principals in primary education. *Educational Management Administration & Leadership*, 51(3), 733–750. <https://doi.org/10.1177/17411432211001365>
- Dewi, N. P. C. P., Sudarsini, N. N., Sutrisna, I. P. E., Dikta, P. G. A., & Dananjaya, I. N. H. M. (2024). Pancasila Student Profile Values Based on Local Wisdom in Hindu Elementary School. *MIMBAR PGSD Undiksha*, 12(2), 270–281. <https://doi.org/10.23887/jpgsd.v12i2.85156>
- Dikta, P. G. A. (2020). Pembelajaran berorientasi tri hita karana sebagai upaya penguatan kualitas pendidikan dasar pada abad ke-21. *PENDASI: Jurnal Pendidikan Dasar Indonesia*, 4(1), 126–136.
- Faradibah, F., Krismanto, W., Musfirah, M., Halik, A., Pasinggi, Y. S., & Tuken, R. (2025). High Interaction of Elementary School Students with Gadgets: How Does Their Social Growth? *Jurnal Eduscience*, 12(4), 999–1014.
- Firdaus, I. A. (2026). School Management in the Implementation of the Merdeka Curriculum: Challenges and Implications for Student Learning Outcomes and Character Development. *Meurunoe: Jurnal Pendidikan Dan Pengajaran*, 1(1), 23–36.
- Gading, I. K., Sudarma, I. K., Lestari, L. P. S., Rismawan, K. S. G., Putri, D. A. W. M., Dewi, D. A., & Lyesmaya, D. (2025). Developing a Technology-Enhanced Digital Counseling Model to Improve Students' Learning Comfort and Happiness. *Journal of Educational Technology and Learning Creativity*, 3(2), 435–450. <https://doi.org/10.37251/jetlc.v3i2.2538>
- Handayani, M. S., Warohmah, M., Baharudin, M. A., & Ame, I. P. (2025). The Pedagogical Relevance of the Deep Learning Approach to the Formation of the Eight Dimensions of Graduate Profiles in Elementary School Learning. *DIDAKTIKA: Jurnal Pendidikan Sekolah Dasar*, 8(2), 148–160. <https://doi.org/10.21831/didaktika.v8i2.94404>



- Hartayani, N. N. P., & Wulandari, I. G. A. A. (2022). Improving the Creative Character of Elementary School Students Through Tri Hita Karana Habituation. *Indonesian Values And Character Education Journal*, 5(2), 67–76.
- Indrawan, I. P. E., Parmithi, N. N., & Anggreni, N. L. P. Y. (2025). Developing Tri Hita Karana-Based Balinese Klakat Tradition Augmented Reality Media to Enhance Creativity of Elementary School Students. *Jurnal Paedagogy*, 12(2), 294–304.
- Indriani, F., Cahyanti, G., & Tumiran, M. A. (2024). Transformation of Pancasila Student Profile: Integration of religious dimensions through school culture and character education in elementary schools. *Jurnal Civics: Media Kajian Kewarganegaraan*, 21(2), 199–205. <https://doi.org/10.21831/jc.v21i2.71140>
- Intansari, I., Istiqomah, L., Ridho, A. S., Munfa'ati, K., & Rohmatin, A. R. (2026). Implementation of Character Education through Habituation and Exemplary Practices. *Journal of Social Science and Economics*, 5(1), 14–30.
- Kankaanranta, M., Mehtälä, S., Hankala, M., Merjovaara, O., & Rousi, R. (2021). Children's conceptions of mental well-being and ideas for its promotion through digital environments. *International Journal of Child-Computer Interaction*, 27, 100242. <https://doi.org/10.1016/j.ijcci.2020.100242>
- Latuwael, A. (2023). Implementasi Pendidikan Berbasis Budaya Lokal di Era Digital pada SD Inpres Wosia Kabupaten Halmahera Utara. *Pengembangan Kurikulum Dan Implementasinya Dalam Kurikulum Merdeka Belajar*, 82–93.
- Lestari, A. P. I. Y., Arnyana, I. B. P., & Suja, I. W. (2025). Implementasi Model Pembelajaran Kooperatif Bermuatan Tri Hita Karana Pada Mata Pelajaran IPA Untuk Siswa SD. *Elementary School: Jurnal Pendidikan Dan Pembelajaran Ke-SD-An*, 12(1), 301–313. <https://doi.org/10.31316/esjurnal.v12i1.4404>
- Macaponggis, S. O., Silvestre, K. H. M., Edrolin, C. J. C., Galupo, M. O., & Quiño-Justol, J. (2024). *Excessive Usage of Mobile Phone: Its Psychological Effects Among Grade 5 Students*.
- Marliansyah, A., & Suwadi, S. (2024). Kepemimpinan Transformasional Kepala Sekolah untuk Membangun Budaya Literasi Membaca di Lingkungan Sekolah Negeri. *Jurnal Kependidikan Islam*, 14(2), 160–170. <https://doi.org/10.15642/jkpi.2024.14.2.160-170>
- Mashoedi, M., Munif, M., & Suhermanto, S. (2025). Managing Character Education in Pluralistic Schools: A Model of Internalization of Interfaith Values. *Journal of Educational Management Research*, 4(2), 792–803. <https://doi.org/10.61987/jemr.v4i2.1059>
- Masnawati, E., & Darmawan, D. (2022). School organization effectiveness: Educational leadership strategies in resource management and teacher performance evaluation. *International Journal of Service Science, Management, Engineering, and Technology*, 2(1), 43–51.
- Ngurah, A. K., Kadek, J. L. P., Putu, R. I., & Gede, D. Y. (2025). The Effectiveness of Using Interactive Learning Media for Pancasila Education Learning in Elementary Schools. *IJPSE Indonesian Journal of Primary Science Education*. <https://doi.org/10.33752/ijpse.v5i2.8819>
- Nor, H., & Sari, A. L. (2025). *Developing Eight Dimensions of Graduate Profiles: A Case Study of Pre-service English Teachers in Indonesia*.
- Nurjannah, S., & Chandra, E. (2025). Principals' Managerial Skills in Integrating Local Wisdom into School Culture and Character Education. *BRIDGE: The Multidisciplinary Research Portal*, 3(1), 273–284.
- Nurrochman, T., Darsinah, D., & Wafroaturrohman, W. (2023). Peran Kepemimpinan



- Pembelajaran Kepala Sekolah Melalui Transformasi Digital Pasca Pandemi Di Sekolah Dasar. *Jurnal Tarbiyah Dan Ilmu Keguruan Borneo*, 4(3), 299–310. <https://doi.org/10.21093/jtikborneo.v4i3.6905>
- Nursobah, A., Arjuna, A., Ulhaq, M. M., & Ariska, M. (2025). Integrative Model of Religious Habituation in Building Students Religious Character. *Fitrah: Journal of Islamic Education*, 6(2), 310–325.
- Puspayanti, A., Lasmawan, I. W., & Suharta, I. G. P. (2023). Konsep Tri Hita Karana untuk Pengembangan Budaya Harmoni melalui Pendidikan Karakter. *Andragogi: Jurnal Diklat Teknis Pendidikan Dan Keagamaan*, 11(1), 87–98. <https://doi.org/10.36052/andragogi.v11i1.314>
- Putra, I. K. A., Suja, I. W., & Arnyana, I. B. P. (2025). Peningkatan Manajemen Mutu Sekolah Melalui Pendekatan Kepemimpinan Berbasis Tri Hita Karana. *Journal of Education Action Research*, 9(1). <https://doi.org/10.23887/jear.v9i2.89894>
- Rai, I. B., Sila, I. M., Brata, I. B., & Sutika, I. M. (2022). Membangun Karakter Profil Pelajar Pancasila Berlandaskan Tri Hita Karana dalam Perspektif Kehidupan Global. *Mimbar Ilmu*, 27(3), 417–425. <https://doi.org/10.23887/mi.v27i3.54307>
- Raili, M., & Shaddiq, S. (2026). Transformation of Student Behavior in The Digital Era: Technology Analysis of Social and Cultural Adaptation. *INOMATEC: Jurnal Inovasi Dan Kajian Multidisipliner Kontemporer*, 1(03). 10.4018/979-8-3373-5077-6.ch009
- Rajput, R. (2026). Values-based education in the age of digital transformation. In *Digital transformation and sustainability in higher education* (pp. 237–262). IGI Global Scientific Publishing. <https://doi.org/10.4018/979-8-3373-5077-6.ch009>
- Rohyadi, E., Agam, I. N., & Hidayat, S. (2024). UPAYA KEPALA SEKOLAH MEMBANGUN SEKOLAH BERMUTU DI SEKOLAH DASAR. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 9(3), 388–404. <https://doi.org/10.23969/jp.v9i3.15802>
- Rohyadi, E., Yuhana, Y., & Atikah, C. (2025). Principal Leadership Based on Local Wisdom in Developing Quality Culture at SD Negeri Banjarsari 5 Serang City. *Journal of Educational Sciences*, 9(4), 1871–1879.
- Romiyatun, R., & Wakhudin, W. (2023). Implementation of the Habituation Method in improving Disciplinary Character in Elementary Schools. *Proceedings Series on Social Sciences & Humanities*, 12, 302–306.
- Sanjaya, I. W. H., Wibawa, I. M. C., & Suma, K. (2025). Tri Hita Karana–Based Mobile Learning for Strengthening the Character of Elementary School Students. *Jurnal Edutech Undiksha*, 13(2), 325–333.
- Sedana, K. P., Yudana, I. M., Suarni, N. K., & Nitiasih, P. K. (2022). Integrating tri hita karana in character education. *JETT*, 13(3), 92–99.
- Sholikah, K. N. F., Wijayanti, R. K., Miftahudin, M., Darsinah, D., & Wulandari, M. D. (2025). Habituation Strategies for Developing Religious and Moral Values in Schools. *Academia Open*, 10(1), 10–21070.
- Sitepu, M. S., Lubis, B. S., & Taufika, R. (2026). Strengthening The Pancasila Student Profile In The Independent Curriculum at Elementary Schools. *Journal of Educational Studies*, 4(1), 48–60. <https://doi.org/10.58218/jes.v4i1.2426>
- Sugiyarti, S., Mukminan, M., & Sujarwo, S. (2024). Designing a Culture-Based Learning Model: A Qualitative Exploration for Strengthening Local Identity in Primary Education. *Jurnal Penelitian Ilmu Pendidikan*, 17(2), 163–176. <https://doi.org/10.21831/jpip.v17i2.91847>
- Suparya, I. K., I Wayan Suastra, & Putu Arnyana, I. B. (2022). Rendahnya Literasi Sains: Faktor



- Penyebab Dan Alternatif Solusinya. *Jurnal Ilmiah Pendidikan Citra Bakti*, 9(1), 153–166. <https://doi.org/10.38048/jipcb.v9i1.580>
- Suryani, A., & Muslim, A. B. (2024). Religious tolerance, intellectual humility, and democratic education. In *Embracing diversity: Preparing future teachers to foster religious tolerance* (pp. 13–34). Springer. https://doi.org/10.1007/978-981-97-1616-6_2
- Thohir, P. F. D. M., & Baharun, H. (2024). Strengthening the reputation of Islamic boarding schools: The role of leadership, educational innovation, and local wisdom. *Managere: Indonesian Journal of Educational Management*, 6(3), 331–346.
- Utamirohmahsari, U. (2024). Character education building a generation with integrity and ethics. *IJM (International Journal Multidisciplinary: Economics, Management, Law and Education)*, 1(1), 1–6.
- Widat, F., & Wulandari, A. S. (2023). Affirming moral excellence: strengthening character education through habituation and innovative learning management. *Managere: Indonesian Journal of Educational Management*, 5(2), 112–124.
- Wijayanti, Y. (2025). Enhancing Students' Cultural Identity through History Education Based on Local Wisdom of Kagaluhan Values. *Educational Process: International Journal*, 14, e2025075.
- Wirahyuni, K., Suandi, I. N., Martha, I. N., Sudiana, I. N., & Permana, I. G. Y. (2021). *A thorough analysis on the primary school teachers' belief in modeling Balinese local wisdom of Tri Hita Karana*.
- Wulandari, N. M. I., & Sutajaya, I. M. (2022). Implementasi Nilai Palemahan Dalam Ajaran Tri Hita Karana terhadap Hasil Project Gaya Hidup Berkelanjutan dalam Kurikulum Merdeka di SMPN 1 Ubud. *Education: Jurnal Sosial Humaniora Dan Pendidikan*, 2(3), 1–10. <https://doi.org/10.51903/education.v2i3.217>
- Yuanita, I. A. E. (2024). Penerapan Konsep Tri Hita Karana Sebagai Upaya Meningkatkan Penguatan Pendidikan Karakter Kepemimpinan Yang Harmonis Antar Warga Sekolah. *Journal of Education Action Research*, 8(4). <https://doi.org/10.23887/jear.v8i4.89879>
- Yuanita, P. (2024). Leadership Management of the Principal in Improving the Quality of Learning at SD Negeri 17 Bukitraya. *Jurnal PAJAR (Pendidikan Dan Pengajaran)*, 8(6), 531–539. <https://doi.org/10.33578/pjr.v8i6.9668>
- Yudiana, I. K. E., Lasmawan, I. W., Suastra, I. W., & Margunayasa, I. G. (2025). Tri Hita Karana-Based Deradicalisation Learning and Reconstruction of the Menyama Braya Culture Effect on Students' Social Thinking. *Journal of Cultural Analysis and Social Change*, 1710–1717. <https://doi.org/10.64753/jcasc.v10i4.3070>
- Yulia, N. M., Gunansyah, G., Mariana, N., Zulnaidi, H., Putri, R., & Rusli, M. (2026). Principles of the GETHIKA Approach (Green School, Tri Hita Karana, and Adiwiyata) as a Glocalization Model for Environmental Education in Schools. *Jurnal Pendidikan Sains Indonesia*, 14(1), 278–292.