Strategic Management Based On Tri Hita Karana: A Balinese Local Wisdom Approach To Educational Institution Development

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	This research seeks to examine the applicability of the Balinese philosophy Tri Hita Karana (THK) which embodies the principles of harmony with God (parahyangan), humanity (pawongan), and nature (palemahan), as a conceptual foundation for developing strategic management in education. It addresses typical challenges such as misalignment between institutional strategies and core values, ineffective stakeholder engagement, and the lack of sustainability in school governance. This investigation relied on a qualitative synthesis of existing literature, encompassing journal publications, authoritative texts, and policy documents that discuss strategic management, leadership, and the principles of THK. A thematic content analysis was conducted to trace the conceptual interconnections between THK principles and strategic management practices. Results indicate that THK acts as a unifying foundation, bringing together spiritual, social, and ecological principles in the formulation of institutional strategies. Such integration encourages ethical leadership, inclusiveness in governance, and continuity in organizational sustainability. The study argues that THK extends beyond its traditional context, forming a strategic approach that reinforces institutional ethics and adaptability. Furthermore, this research contributes to the development of a contextually grounded theory of educational strategic management and calls for empirical validation through future field-based investigations.
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INTRODUCTION

Strategic management is a very important approach in managing organizations in an era where everything can change quickly, including educational institutions. The main goal is to create competitive competitiveness (Guga, 2010; Rožman et al., 2023; Süzen, 2023), more effective operations (Bonnafous-Boucher & Rendtorff, 2016; Helmold & Samara, 2019), as well as maintaining stability amid the uncertainty of the world situation (Engert et al., 2016; Ferede et al., 2024; Rožman et al., 2023). Facts on the ground show that not a few organizations and institutions face challenges in aligning their implemented strategies with their core vision and values (Guerras-Martín et al., 2014). This reality leads to a lack of clarity in the direction of development, policy making that is not relevant to the organization's identity, and hinders the achievement of goals. These challenges reach their peak when strategies place more emphasis on short-term gains by ignoring long-term sustainability (Grove et al., 2021).

In the realm of education, obstacles in achieving strategic goals are shown by weak collaboration between internal and external stakeholders (Callirgos et al., 2023), communication that does not run effectively, lack of stakeholder involvement, and weak coordination that affect the inhibition of change and innovation in educational institutions (Pech et al., 2021). This problem is exacerbated by the need to involve the community in developing institutions as a whole. Taking this into account, it is considered important to develop a strategic approach that involves all stakeholders in a participatory and sustainable governance framework.

THEORITICAL REVIEW

Previous studies have emphasized more on technical and rational matters, such as SWOT analysis, Balanced Scorecard, and Total Quality Management (Castillo et al., 2024; Mokina, 2005; Sawhney et al., 2020). The research shows their effectiveness in operational planning, they often overlook the integration of cultural, spiritual, and ecological values that are deeply embedded in the context of Indonesian society. Previous studies have paid less attention to strategic models that are rooted in local wisdom or the original philosophy of the Indonesian nation. On the other hand, although THK has been studied in the context of tourism and environmental sustainability (Edwin et al., 2024; Nasar et al., 2025; Nuraeni, 2023; Padet & Krishna, 2018), but its application as a strategic concept in the development of educational institutions is still very limited and fragmented. This condition reflects the importance of a literature review on how local values such as THK can be implemented in strategic leadership and management of educational institutions. Therefore, this study proposes a strategic management model that integrates the principles of THK that are holistic to address institutional challenges by integrating spiritual, social, and ecological dimensions into the decision-making process.

One of the causes of the crisis in educational institutions is the neglect of the social and environmental dimensions carried out by organizations by prioritizing short-term profits (Anand et al., 2005; Grove et al., 2021; Laverty, 1996; Salento et al., 2013). This kind of management model will disrupt internal harmony and threaten the sustainability of education in the long run (Schmitt et al., 2010). Therefore, educational institutions need to carry out strategic management that considers human and environmental aspects in the policy-making process, in addition to obtaining benefits (Manurung et al., 2024; Schmitt et

al., 2010; Sparviero, 2019). The implementation of THK is hoped to helps educational institutions as agents of social change that pay attention to long-term sustainability.

This research focuses on the integration of THK, a local wisdom that emphasizes harmony between humans and God, fellow humans, and nature (Adnyana et al., 2021; Lim, 2016), as an alternative in the strategic management of education. The THK approach offers a model that not only emphasizes the rational and technical dimensions, but also deeply integrates cultural values, integrating spiritual, social, and ecological aspects into the strategic policies of educational institutions. This research aims to contribute to the alignment of strategies with institutional leadership, increase stakeholder collaboration, and integrate sustainability comprehensively into educational institutions' strategic policies.

The focus of the research on the application of THK principles in an effort to form a healthy organizational climate, produce leaders who uphold ethics, and design alternative strategies that uphold social and spiritual ethics is expected to make a meaningful contribution. This research is also an innovation in the field of strategic management of education that has so far paid more attention to rational and technical approaches but ignores local context and cultural values that are noble and relevant to long-term sustainability.

By incorporating the principles of THK in strategic management, it is hoped that educational institutions can achieve harmony between academic performance, environmental management, and the development of students' moral character. Practically, the implementation of THK is expected to transform the way educational institutions work towards a more harmonious, sustainable, and competitive climate, while having a positive influence on the reputation of the institution and public trust in the quality of education held.

METHOD

This study employed a qualitative literature review to explore the integration of THK principles into the strategic management of educational institutions. The review used to construct a theoretical framework that combine spiritual, social, and ecological dimensions of local wisdom to leadership, institutional development, and sustainability in education.

Data, as the basis of review, gathered from journal articles, books, policy papers, and institutional reports published between 2010 and 2024. Searches were organised using academic databases such as Google Scholar, DOAJ, and Scopus with the keywords "Tri

Hita Karana," "strategic management in education," "local wisdom," "educational leadership," and "sustainable school development." Inclusion criteria focused on peer-reviewed publications, relevance to educational leadership or strategy, and conceptual alignment with THK values. A total of 42 documents were carefully selected through a systematic review process of titles, abstracts, and complete contents, in order to obtain materials that are conceptually rich and in harmony with the research theme.

The selected literature was analysed using thematic content analysis. Each source is analysed by coding and grouping it into themes that reflect the three main pillars of THK: *parahyangan* that focuses on spiritual values, *pawongan* that emphasizes social harmony, and *palemahan* that is related to environmental sustainability. Then, these themes were analysed to find patterns, strategies, and conceptual linkages between the principles of THK and institutional applications. The analysis process is carried out gradually and repeatedly, starting from the identification of research problems, deepening the literature review, grouping the content into conceptual themes, interpreting the relationship between elements, to the preparation of findings in an integrated framework that can be used for strategic planning.

To ensure trustworthiness, only peer-reviewed and credible sources were included, and triangulation across educational, management, and cultural literature was conducted to ensure analytical depth. This study develops the theoretical basis for the integration of local wisdom into the strategic management of education. However, this study does not have empirical data so the findings produced are more of a conceptual idea that still needs to be further tested through research in the field.

However, the results of this study try to provide a guiding framework for educational institutions to design strategic models that are in line with cultural values and rooted in ethical principles. In the future, field-practice-based research is still needed so that its application and real impact can be assessed more deeply.

RESULT AND DISCUSSION
Strategic Misalignment in Educational Institutions

The literature reveals a common pattern of strategic misalignment in educational institutions, where managerial practices often fail to reflect the institutions' core values and community-based missions. Many schools tend to emphasize efficiency, uniform procedures, and immediate outcomes but often overlooking the deeper human values and

long-term growth behind organizational success (Castillo et al., 2024; Mokina, 2005; Rosita & Kurniatun, 2025). Although these tools help create a clear structure and direction, their application often ignores the nobility of local culture, ethics, and society even though these dimensions are the spirit of the world of education. As a result, many institutions experience a gap between strategy and identity, which is evident from low stakeholder engagement, difficult reforms, and fading institutional identities.

This gap shows that many current strategic management models fall short when used in educational settings that are deeply rooted in diverse cultures. Schools and universities need directions that speak to their hearts and goals. Remember, education is not just about results, but also about shaping people and growing communities. The findings of this study show a growing awareness that strategic planning must have cultural and spiritual meaning in order to remain authentic and centered on human values. By applying THK framework that teaches harmony between God, fellow humans, and nature, educational institutions can rediscover balance. This approach helps to reorient the strategy so that it not only focuses on numbers and measurable achievements, but also on local values that give meaning, safeguard human life, and preserve the earth. In this way, the strategy becomes more human, directing each step toward a balance between progress, value, and sustainability. This marks an important shift from the old, overly technical way to a practice that puts value, balance, and harmony at the center of every decision made.

THK as a Holistic Leadership Framework

Leadership based on THK places ethical values, moral responsibility, and harmony as the soul of every leader's actions. In this context, leadership is not just about achieving targets but how a leader brings a balance between spiritual, social and environmental aspects. Various studies show that leaders who instill THK values tend to create a work culture that is transparent, open to the participation of all parties, and thinks far ahead (Ardiana et al., 2025; Coapaza-Mamani et al., 2024). Through the principle of *parahyangan*, a leader is invited to have spiritual integrity, making decisions as a form of responsibility to God and conscience. *Pawongan* reminded the importance of harmonious relationships with others, both teachers, students, and the community — while *palemahan* instils concern for the environment, ensuring that every policy contributes to the sustainability and balance of the school ecosystem. In the context of educational leadership, the application of these

values is seen in an effort to build dialogue with all stakeholders, be an example in behaviour, and instil moral education in every policy step.

This THK-based leadership model brings a new breath to the world of education. He challenged the old perspective that often-interpreted leadership only as control or the achievement of numbers. In contrast, THK offers a more humane and transformative approach, where success is measured by how much the values of goodness and harmony are embodied in a life together.

For educational institutions in Indonesia and people who uphold local culture, this model feels very relevant. Leaders are not only required to be efficient, but also to be wise, characterful, and bring shade to their environment. Leadership like this is able to strengthen mutual trust, strengthen relationships between school residents, and create a peaceful and productive work atmosphere. Ultimately, THK leadership is not just a theory — it is a living practice that fosters the common good, combined with the spirit of local wisdom and the beauty of human values.

Institutional Values and School Culture through THK

The integration of THK into institutional values has the potential to strengthen school culture by fostering a sense of collective identity and purpose. Literature shows that THK can shape value systems that promote religious tolerance, empathy, environmental care, and respect for diversity (Hisyam et al., 2024; Wulandari et al., 2024). *Parahyangan* supports spiritual development through activities such as group prayers, reflection, and value-based instruction. *Pawongan* encourages respect and solidarity through collaborative projects, student service programs, and inclusive classroom environments. *Palemahan*, on the other hand, embeds ecological awareness into school routines through sustainability initiatives such as green campuses, environmental curricula, and outdoor learning.

The transformation of school values through THK enhances the institution's ability to fulfil both academic and character development mandates. Rather than separating moral education from strategic planning, THK provides a cohesive value framework that permeates teaching, learning, and institutional behaviour. The literature highlights that schools applying THK principles report stronger internal cohesion, reduced behavioural issues such as bullying and misconduct, and increased community trust (Atmaja, Made Dharma, 2022; Binawati et al., 2019; Divayana et al., 2020; Pikapratiwi et al., 2022; Suci et

al., 2018; Sudiana et al., 2024). Moreover, integrating THK into values education supports the national education goals of producing students who are not only intellectually capable but also morally grounded and environmentally aware.

Strategic Planning and Evaluation with THK

The application of THK values in strategic planning presents a new perspective that elaborates a long-term vision with ethical and cultural meaning. This approach emphasizes that every strategic step of an educational institution needs to be rooted in spiritual, social, and environmental balance. Schools that implement the principles of THK not only write them in their vision and mission but also translate them into concrete policies and practices that reflect transparency, responsibility, and mutual harmony (C. I. R. S. Dewi et al., 2024; K. T. C. Dewi et al., 2023; Hutasoit & Wau, 2017; Nopitasari & Putrawan, 2013; Nuraeni, 2023; Padet & Krishna, 2018; Runa, 2012; Seriadi, 2022; Yasa, 2022; Yhani & Supastri, 2020). In its application, THK values are not only a slogan but are thoroughly integrated in school management, starting from curriculum design, resource management, facility development, to active involvement with the surrounding community. Teacher development programs and student activities are directed to not only pursue academic achievements, but also to form characters based on harmony, empathy, and moral responsibility towards others and the environment.

In addition to planning, evaluation within a THK framework extends beyond academic metrics to include indicators of character development, social behaviour, and ecological consciousness. Literature suggests that evaluation tools can incorporate both quantitative and qualitative elements, such as student reflections, teacher observations, and community feedback. These THK-based evaluations enable schools to track progress in achieving holistic development goals and to adjust strategies accordingly. Furthermore, THK fosters participatory evaluation processes by involving parents, teachers, and community leaders. This inclusive approach increases accountability and creates shared responsibility for institutional outcomes. As such, THK-based planning and evaluation offer a replicable model for sustainable and community-centred educational governance.

Implications and Limitations

The integration of THK in the strategic management of education brings a deeper meaning to the world of education, both in theory and practice. From a conceptual perspective, this approach broadens the perspective of strategic leadership by showing that local wisdom is not only a cultural heritage, but also a source of knowledge that can enrich the governance of educational institutions. In terms of practice, THK provides real guidance for school leaders to build strategies that are in line with cultural values, based on ethics, and in favour of social sustainability. The findings of this study confirm that the application of THK values not only strengthens the identity of the institution, but also strengthens relationships with stakeholders and fosters awareness of the importance of protecting the environment. In a broader scope, the application of the THK principle is in line with the global movement towards a sustainable, ethical, and inclusive education system for cultural diversity.

However, this finding is still conceptual because it is based on a literature review and has not been tested directly in the field. The framework built in theory is already robust, but its application in various educational contexts still requires empirical proof. In addition, most of the studies reviewed focused on the Balinese and Indonesian contexts, so their application in other cultural regions still needs to be explored further. For this reason, further research is important to test how effective THK-based leadership and planning are in producing real changes in the world of education. Approaches such as case studies, action research, or mixed-methods can be used to understand how the values of THK actually work in the daily lives of educational institutions that uncover successes, challenges, and opportunities to make education more humane, ethical, and sustainable.

CONCLUSION

This research shows that THK is a philosophy of life of the Balinese people that emphasizes harmony with God (*parahyangan*), fellow humans (*pawongan*), and nature (*palemahan*) which can be used as an alternative rooted in local culture to replace the conventional strategic management model in the world of education. Through a qualitative literature review, this study reveals several challenges faced by educational institutions today, such as incompatibility with strategic direction, lack of stakeholder involvement, and marginalization of ethical values and noble culture derived from local culture in the leadership and planning process.

The results of the study show that when THK values are applied to strategic leadership, it will be able to foster more ethical governance, strengthen cooperation between stakeholders, and strengthen commitment to sustainability in the future. The THK-based leadership model helps educational institutions shift from simply pursuing short-term performance results to creating transformative and sustainable impact. More than that, the application of THK values in school culture and institutional systems creates an educational environment with character that is able to encourage the growth of moral, social, and ecological awareness in students. The strategic planning and evaluation approach based on THK also opens up space for more participatory, inclusive, and comprehensive governance in developing education.

Theoretically, this research enriches the literature by presenting a strategic management model based on local wisdom and human values. These findings broaden the discourse on ethical and sustainable education governance, especially in the context of Indonesia, which has a diverse culture. In terms of practice, the THK framework provides real guidance for education leaders to align their institutional strategies with national education goals, while instilling community values that are the soul of education itself.

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