

The Influence Of The Sagilik Saguluk Salunglung Sabayantaka's Attitude And Transformational Leadership Of School Principals On The Performance Of Trainees At The Denpasar Religious Education And Training Center

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Abstract: The purpose of this study is to find out and explain the influence of the sagilik saguluk salunglung sabayantaka attitude on the transformational leadership for school principals and its impact on the performance of trainees. Ex-post facto was used as a design choice in this study. The population comes from trainees of educational technical training in Bali which totals 316 teachers. Samples were selected in stratified proportions and randomly selected using the Krejcie and Morgan formulas followed by the Warwich and Lininger formulas. Data was collected through a questionnaire with 4 options and documentation methods. The Structural Equation Modeling and Partial Least Squares (PLS-SEM) technique for analyze the data from the results of this study. The results of the study are: (1) transformational leadership of the school principal is directly influenced positively and significantly by the sagilik saguluk salunglung sabayantaka's attitude (2) performance of trainees is directly influenced positively and significantly by the sagilik saguluk salunglung sabayantaka attitude (3) It is proven that performance of trainees is directly influenced positively and significantly by the transformational leadership of school principal (4) it is proven that performance of trainees is indirectly influenced by the sagilik saguluk salunglung sabayantaka's attitude through transformational leadership of school principals. For this reason, it is recommended that the training implementation also targeted at character formation through the implementation of the sagilik salunglung sabayantaka's attitude and requires transformational leadership of school principal support in form of motivating to follow self-development so the trainee's performance increases.

Keywords: Performance of Trainees; The Sagilik Saguluk Salunglung Sabayantaka's Attitude; Transformational Leadership of School Principles.

INTRODUCTION

The State Civil Apparatur (ASN) contributes significantly to the success of government administration in serving the community according to its primary duties and functions. The quality of services provided is highly determined by the understanding of ASN related to the scope of work and services provided and the competencies that must be possessed. The implementation of quality services is essential to constantly improve ASN, so improving the competence of ASN is essential and absolutely must be done to help create quality services oriented towards community satisfaction. The teachers are part of the Ministry of Religion's human resources and get priority in getting competency improvement services, because whether they realize it or not, the quality education is significantly determined by the teacher's quality. Improving teachers' competence in carrying out their duties can be achieved, among others, through implementing training. Who emphasized that improving teachers' competence and work achievement can be done by involving teachers in training activities. Through this self-development activity, it is hoped that it can increase understanding and improve teachers' performance in fulfilling their competencies according to their main tasks and functions which include 1) personality competence, 2) social competence, 3) pedagogic competence, and 4) professional competence

Denpasar Religious Education and Training Center is one of the work units the Ministry of Religion tasked with carrying out development of competency in form of training for teachers under Ministry of Religion. The teacher as trainees who participated in the training are expected to improve their competence in attitude, knowledge, and skills. Skill competence is the most important goal that trainees want to improve

when getting training which is 50%, followed consecutively by the aspect of knowledge of 30% and attitude of 20% (Research and Development and Training Agency of the Ministry of Religion, 2021). This indicates that performance is the main target that needs to be improved in trainees, assessing from the score of the skills competences obtained during training. Performance of teachers is related to the competencies in carrying out their duties, which are described as work results. This statement is strengthened by Mathis & Jackson (2010) who stated that performance is an individual's work achievement according to his job description which contains elements of assignment, duty, and job responsibility (Mathis & Jackson, 2010). A similar statement was supported by Muspawi (2021) that performance can be observed from an individual's performance, values, attitudes, knowledge and skills. Providing more optimal learning services is a highly expected condition, so trainees are always expected to develop professionalism as educators.

However, the fact is that based on preliminary information from the implementation of the training carried out by the Denpasar Religious Education and Training Center, it was found that several trainees showed low performance. This can be seen in discipline when attending training, collecting assignments, and obtaining assignment scores. The low performance of teachers in terms of discipline when participating in training can be seen from the fact that there are some trainees who are often late to start learning. During the lessons, some trainees who were often late were preceded their friends to rest. The low performance of trainees in task collection time can be observed from the fact that there are still many trainees who are late in collecting tasks in the LMS, as much as 27.5% of all trainees.

An individual's performance achievement is determined by intelligence level, continuous skills development, the attitude that arises from the knowledge and sense, the ability to constantly hone himself, the motivation to fulfil needs that have not been realized yet, the level of stress, the responsibility, the satisfaction feels after completing a task and others. Factors influencing individual performance: (1) Individual abilities, (2) The level of effort to get achievement, and (3) The support of work environment. In the organization, attitude is one of the factors that affect achievement of teachers as result performance. This statement is further supported by Sule & Priansa (2018), who state that attitude is one factor that affects teacher's performance in organizations. Attitudes concern the application of a person's knowledge which guided by the feelings, moral values and demonstrate beneficial actions individually and collectively (Divayana et al., 2023) Attitudes can be formed from rules that are mutually agreed upon. The higher individual discipline attitudes, the more their performance will increase. Other relevant research also states a significant influence between teachers' professional attitudes on the performance of elementary school teachers in cluster IV of Sukasada District with a correlation coefficient of 0.401.

The more positive trainee's attitude towards his profession, the better performance (Sugiarta et al., 2018) Attitudes and characters are born from habituation carried out repeatedly and contain spiritual or social values born from a commitment to be mutually agreed upon in a community. This is the basis for the importance of raising the variables of work attitude imbued with the values of Balinese local wisdom in the context of training so that its influence on the performance of trainees can be known because there are a slice of work attitude indicators, namely 1) organizational commitment, 2) job satisfaction and 3) work involvement with work attitude indicators in the context of Balinese local wisdom which emphasizes the importance of togetherness and harmony. One of the attitudes that contain the value of Balinese local wisdom according to the concept of Tri Hita Karana and relevant to be applied to foster harmonious relationships with fellow trainees is the *sagilik saguluk salunglung sabayantaka* attitude, which is interpreted as stand in hamony and help each other in joy and sorrow situation ((Yuliandari & Sunariani, 2020) The integration of the noble values of the *sagilik saguluk salunglung sabayantaka* attitude is realized in the form of a learning commitment that is expected to be implemented in the form of behavior to care for each other, cooperate, help and remind each other in the time of collecting assignments, taking exams and other agendas so that no trainees are left behind because all trainees have tasks that are equal, namely completing training together. Implementing the *sagilik saguluk salunglung sabayantaka* attitude can further harmonize the relationship between fellow trainees because of an attitude of care and togetherness. The above explanation provides a logical reason for the importance of the *sagilik saguluk salunglung sabayantaka's* attitude to be integrated and applied in learning context for trainees because it will foster positive habituation of trainees and will sustainably help the formation of noble character.

This can explain why it is essential to design learning through activities that support character growth, either through classroom or outside learning activities (Sedana et al., 2022) Adult learning activities need to be designed by rising to interaction with peers, enriching learning through collaboration and social support, and creating a conducive environmental climate to create an atmosphere that supports the creativity and to involve the trainees in problem-solving (Marini et al., 2024) The atmosphere full of openness, harmony, and information sharing between trainees supports the optimal achievement of trainees' performance.

However, the fact is that the attitude of trainees who uphold togetherness during training still needs to be optimized. The indication can be seen from the trainees' responses regarding the trainees' caring attitudes during the training. Not all trainees showed a caring response to other trainees through the WhatsApp application if anyone had problems understanding the training material. The results of interviews with trainees who survived the task found that they were less open and generally stated that they were still in the process of completing it and asked to be given additional time. They did not declare what technical obstacles were felt and which materials were not understood. This is supported by the researcher's observations which show the same results, namely less openness with the facilitator. Trainees still prioritize the competition side rather than the collaborative side of learning in training. Research has been conducted empirically and it has been found that work attitude correlates with teacher performance. The study results show that teachers' attitudes positively affect teachers' performance [18] However, there is an urgency to conduct further research related to this variable because this research is conducted in the context of training, in contrast to other studies that are more likely to be conducted in the context of the organization of the work environment in general. In addition, the work attitude raised based on Balinese local wisdom, namely the attitude of the *sagilik saguluk salunglung sabayantaka*, is still few to raise.

The novelty of this research variable lies in the unique approach of combining the theory of work attitudes from several experts, work attitudes based on local Balinese wisdom, and the support of relevant research results to construct the modified work concept.

Another factor that contributes to determining the performance of trainees is the transformational leadership of school principal. The school's success is highly determined by the style and quality of the principal's leadership in achieving goals that are by the school's vision and mission. The leadership of school principal's style greatly influences teachers' performance as his superior (Jaya, 2021). The principal should be able to mobilize his subordinates to carry out their duties in all situations and conditions. This is in accordance with statement which states that school principal should be able to guide teachers, provide motivation, get to know them better, and create a more comfortable working atmosphere to achieve goals by the vision and mission that has been set. An effective leader must know how to generate inspiration, motivation, and cooperation with his subordinates. One of the leadership that can encourage and move subordinates to achieve organizational goals is transformational leadership of school principles. Transformational leadership of school principles is leadership that integrates creative insight, perseverance and energy, intuition, and sensitivity to the needs of the organization by integrating a culture of strategy for organization through the designation of vision and mission and empowering subordinates to take greater responsibility to achieve vision. Implementing transformational leadership of school principle will make it easier for school principals to accelerate the development of teachers' capacity to develop themselves, working harder and smarter to realize school reform. The government should provide various programs to improve the morale and commitment of school principals to their duties. Continuous encouragement and motivation for teachers to develop learning will continue to be carried out by educated and trained school principals (Werang et al., 2023).

In reality, however, it has been found that inadequate training and heavy administrative workloads have prevented most school principals from carrying out their supervisory roles in schools effectively (Ololo et al., 2024). The practice of structural supervision of school principals is not significantly influenced by their transformational leadership. This condition must certainly be improved, considering the importance of the role of school principals in implementing supervision. Other data support can be observed from interviews with school principals which show that the lack of intrinsic motivation of school principals to improve teacher's performance in following up on supervisory feedback impacts academic performance. Another problem related to transformational leadership is based on data from previous research conducted by Arman et al. (2016) that

there has been no change in teacher's performance after receiving guidance from school principals who have participated in self-development activities. If it looks closely, this condition is a form of an overview of the lack of optimal implementation of the school principal's duties in encouraging subordinates to develop themselves and guiding teachers to maximize the preparation, implementation, and evaluation of learning. The research has been conducted empirically and a correlation between the transformational leadership of school principals and teacher performance has been found. The studies show that the application of transformational leadership of school principles has a positive effect on teacher's performance. The research results related to the influence of transformational leadership on teacher's performance are more focused on improving performance in learning service activities in the classroom. The influence of transformational leadership of school principle on teacher's performance by providing leadership support and motivation to teachers to participate in competency development activities in the context of training is still limited. In addition, what distinguishes this study from previous research although they both raise the variables of transformational leadership is that there are several integrations of sub-aspects: (a) having rhetorical skills and (b) building commitment to the inspirational motivation indicator, which is one of the indicators of transformational leadership in addition to the indicators (1) idealized influence, (2) intellectual stimulation and (3) individualized consideration. Thus, the novelty offered in this research is also the novelty of the concept of transformational leadership of school principals which is modified to refer to expert opinions and relevant research results.

Based on the difference between expectations and reality, it can be explained that there are problems. It is necessary to conduct research that purpose to explain: (1) the transformational leadership of the school principal is directly influenced by the sagilik saguluk salunglung sabayantaka's attitude, (2) the direct influence of the sagilik sagilik salunglung sabayantaka's attitude on the performance of the trainees; (3) The direct influence of the transformational leadership of school principal on the performance of trainees (4) The indirect influence of the sagilik saguluk salunglung sabayantaka's attitude on the performance of trainees through transformational leadership of school principals.

Literature Review

Performance manifests in individual work achievements in carrying out tasks or work that originate from the organization (Sule & Priansa, 2018). Performance is also defined as a person's work achievement according to his job description, which contains elements of assignments, obligations, and work responsibilities. This statement is supported by the opinion of Rothwell and Kazanas (2003) who state that performance is how well a person displays work according to job description over a specific period state that performance is one of the primary outcomes of organizational behavior that individuals obtain as measured by the quantity and quality of output produced (Robbins & Judge, 2013). Performance can be measured in terms of the quantity of output, quality of output, time of work and collaboration built by individuals with others to achieve targets that align with the organization's vision and mission. The performance shown by individuals includes the effort made and the results achieved. In addition, performance can also be interpreted as the substance of the achievement of work output by a person or a reflection of the results achieved by a person or a group of people. Performance is the result of a person's work which is measured by quantity of output, quality of output and performance time. Quantity of output is the result of achieving a goal that can be calculated. Quality of output is a person's quality in carrying out their duties, including the number of mistakes made and the discipline applied. Working time is related to the number of absences recorded, delays that occur, and the length of time worked. The conclusion is that performance is related to the work performance achieved by trainees according to assignments, responsibilities, and job descriptions in the form of products or work output measured from the quantity of ouput, the quality of output, and the work time of output. Performance indicators include: (1) quantity of output, (2) quality of output, and (3) work time of output.

Attitudes and characters are born from habituation carried out repeatedly and contain spiritual values or social values of local wisdom that are born from a commitment to be agreed upon together in a community. Character in the educational process is built on values, norms, and morality which are strengthened by the teachings contained in the holy book. The study of ethical values in the holy book can be a foundation for strengthening character (Agus Gunada et al., 2023). The term of the sagilik saguluk salunglung sabayantaka's

attitude is a term for values that exist in Balinese local wisdom in maintaining harmony according to the context of Tri Hita Karana. Conceptually, Tri Hita Karana is a balanced and happy life atmosphere based on a harmonious and balanced relationship between belief in God Almighty, loyalty to fellow humans, and loving the natural environment based on the concept of yadnya (Wahyudi & Agung, 2021). Tri Hita Karana includes parahyangan, pawongan and palemahan. Parahyangan is the harmony of the relationship between humans and gods, pawongan is the harmony of human relations with others and palemahan is the harmony of human relations with their environment. The term of the sagilik saguluk salunglung sabayantakas' attitude can be interpreted as united, respecting each other's opinions, reminding, loving, and helping each other.

The Sagilik saguluk salunglung sabayantaka's attitude is a feeling possessed by a person, including positive and negative effects because of the cognitive processes that affect their work attitude, especially related to job satisfaction towards the achievement of work results and organizational policies of the employee and the organizational commitment of employees to remain part of the organization (Luthans, 2011). According to Kondalkar (2007) the sagilik saguluk salunglung sabayantaka's attitude consists of 1) job satisfaction, 2) work involvement, and 3) organizational commitment. The sagilik saguluk salunglung sabayantaka's attitude can be interpreted as an attitude in everyday life that emphasizes the feeling of being equal with fellow human beings (Suwindia & Wati, 2022). The indications are in the form of (1) mutual help attitude, (2) cooperation, (3) mutual care, and (4) maintaining social solidarity. The sagilik saguluk salunglung sabayantaka's attitude can be understood as an attitude that contains positive values that are used as a guideline to build and maintain social interaction, social concern, and social solidarity with others. The sagilik saguluk salunglung sabayantaka's attitude is an attitude to stay together in all circumstances, whether in good or bad conditions; always together in good or bad times, the workload is carried together. The indications can be observed from the behavior: (1) cooperation, (2) cooperation and (3) unity. Meanwhile, according to Nasution (2022), the sagilik saguluk salunglung sabayantaka's attitude is the attitude of the Balinese people who are always united in their ups and downs and facing dangers, discussing and respecting the opinions of others, reminding each other, loving each other, cooperation, helping each other at every opportunity to solve problems so that life is more harmonious. Based on several expert opinions, it can be concluded that the sagilik saguluk salunglung sabayantaka's attitude is a feeling possessed by a person, including positive and negative affection because of the cognitive process of the noble values of togetherness and harmony among others, which affect individual behavior in responding to aspects of the work environment to solve problems that occur. The indicators of the sagilik saguluk salunglung sabayantaka's attitude include (1) job satisfaction, (2) work involvement, (3) organizational commitment, (4) mutual help, (5) caring for each other, and (6) supporting a harmonious atmosphere.

Transformational leadership of school principle is leadership that integrates creative insight, perseverance and energy, intuition, and sensitivity to the needs of the organization by integrating a culture of strategy for the organization through the designation of the vision and mission and empowering subordinates to take greater responsibility to achieve the vision. Transformational leadership of school principle involves inspiring subordinates to commit to the organization's vision and goals, challenging them to be innovative problem solvers, and developing the leadership capacity of followers through coaching, mentoring, and providing challenges and support (Bass & Riggio, 2006). A transformative leader must always try to give attention to subordinates' needs, be open to all constructive input and criticism, and be committed to continuous improvement. This applies leadership values based on local wisdom, namely asta brata leadership (Werang et al., 2024). The characteristics of transformational leadership of school principle in challenging their subordinates to solve problems have similarities with the characteristics of servant leadership, as stated by Widayanthi et al. (2024) that servant leadership is leadership that improves service quality by empowering people to increase self-efficacy and foster confidence in learning and problem-solving (I. M. Yudana et al., 2024). Transformational leadership of school principle can be defined as leadership that helps build a shared sense among members about their goals and creates a high commitment to the achievement of goals, fosters members' confidence in the contribution they can make to the organization, and encourages openness to new ideas and practices for the achievement of organizational goals (Leithwood & Jantzi, 1990). Transformational leadership of school principle is leadership that has the advantage of encouraging extra effort of employees to achieve expected performance and performance beyond expectations because it plays around the sector of how

to upgrade the needs of followers so that subordinates and followers have self-directing, self-reinforcing, self-actualizes, self-regulators, self controllers and taking greater responsibility (M. Yudana, 2010)

Meanwhile, according to Rouché et al. (1989), transformational leadership of school principal can influence, shape, and instill values, attitudes, and beliefs consistently by increasing subordinate commitment to the organization's distinctive mission. Based on the opinions of some experts, it can be concluded that the transformational leadership of a school principal is a leadership that can influence, shape, and instill values, attitudes, and beliefs consistently, encourage followers to strive optimally, think creatively and innovatively to achieve targets and exceed performance targets and increasing the need for followers to manage themselves more effectively in achieving organizational goals. Indicators of transformational leadership of school principals include (1) idealized influence, (2) inspirational motivation, (3) intellectual stimulation, and (4) individualized consideration.

METHOD

Design of Research

This research was conducted to examine the events that have occurred and then walk backward through the data to determine the factors that preceded or determine the possible causes of the events being researched so that it used an ex-post facto (Sugiyono, 2018) This predictive research prioritizes predicting the condition of dependent variables from several independent variables. The research design is presented in the constellation in Figure 1 below.

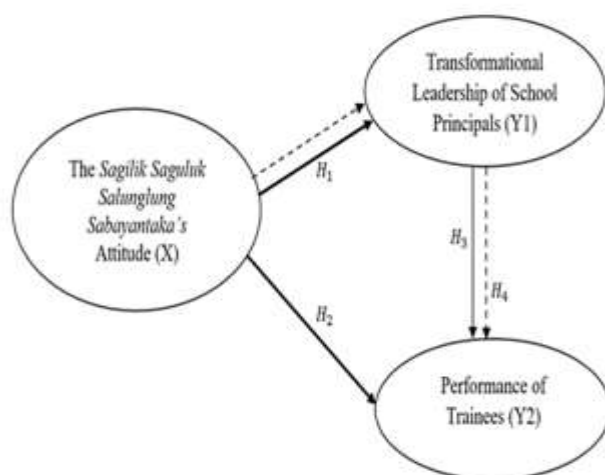


Figure (1). Design of Research

Population and Sample

Population is a generalized area consisting of objects/subjects with certain qualities/characteristics determined by the researcher to be studied and then drawn conclusions (Sugiyono, 2018) The population of this study is trainees of Denpasar Religious Education and Training Center in Bali Province, which is spread across eight districts and one intermediate city in Bali Province, totaling 316 people. The stratified proportional random sampling technique determined the sample. This sampling method is used in populations that have elements that are not homogeneous and proportionally stratified (Sugiyono, 2018) In line with Sugiyono, (2006) stated that in stratification sampling, the population is divided according to strata: males and females, black and white skin, and the like. The formula used to determine the sample was Krejcie-Morgan, which was corrected by the Warwick and Lininger formulas to obtain a research sample of 205 people.

Technique for Data Collection

The research data was collected using questionnaire techniques and documentation techniques. The questionnaire technique is carried out by making questionnaires including the sagilik salunglung sabayantaka's attitude questionnaire and transformational leadership of school principal's questionnaire. The documentation technique is carried out using the trainees score during training available in the training implementation report. Furthermore, the questionnaire was distributed online using the Google Forms application to randomly selected trainees. The trainees will submit their answers through the shared link, and the researcher can see the results of trainee's responses online through the application.

Research Instruments

The instruments of this research are: (1) the sagilik saguluk salunglung sabayantaka's attitude questionnaire, (2) transformational leadership of school principal's questionnaire, and (3) list of trainees score during training. The instrument is constructed based on theoretical studies, the opinions of several experts, and studies of research results relevant to each variable. The arrangement of the instrument refers to the Likert scale model with weighting in 4 options. Before the questionnaire is made, a grid is first created. Then, the writing of the question items continues according to the indicators of each variable as shown in Table 1 below.

Table (1). Variables Indicators of The Sagilik Saguluk Salunglung Sabayantaka's Attitude, Transformational Leadership of School Principal and Performance of Trainees

Variable	Indicator	Number of Items
The Sagilik Saguluk Salunglung Sabayantaka's Attitude (X)	X1 Job satisfaction	5
	X2 Work engagement	5
	X3 Organizational commitment	8
	X4 Helping each other	6
	X5 Caring for each other	5
	X6 Supports a harmonious atmosphere	7
Total		36
Transformational Leadership of School Principal (Y1)	Y1.1 Idealized Influence	10
	Y1.2 Inspirational motivation	10
	Y1.3 Intellectual Stimulation	8
	Y1.4 Individualized Consideration	8
Total		36
Performance of Trainees (Y2)	Y2.1 Quantity of Output	4
	Y2.2 Quality of Output	4
	Y2.3 Work Time	4
Total		12

Instrument trials are conducted before the instrument can be used to analyze its validity and reliability. The results of the trial obtained all items of instruments, including the sagilik saguluk salunglung sabayantaka's attitude and transformational leadership of school principal valid and reliable so that it can be continued to data collection. The data obtained from the research results were then tested through a statistical test to analyze the quality of the variables of the sagilik saguluk salunglung sabayantaka's attitude, transformational leadership of school principal, and performance of trainees. After that, an analysis was carried out using Structural Equation Model and Partial Least Square (PLS-SEM) techniques to analyze partial relationships between variables and relatively complex relationships simultaneously and in stages (Ghozali, 2011).

RESULTS

Data analysis of the sagilik saguluk salunglung sabayantaka's attitude, transformational leadership of school principals, and trainee performance was quantitatively carried out using the Structural Equation Model and Partial Least Square (PLS-SEM) techniques. Figure 2 shows the processing results in outer and inner model analysis.

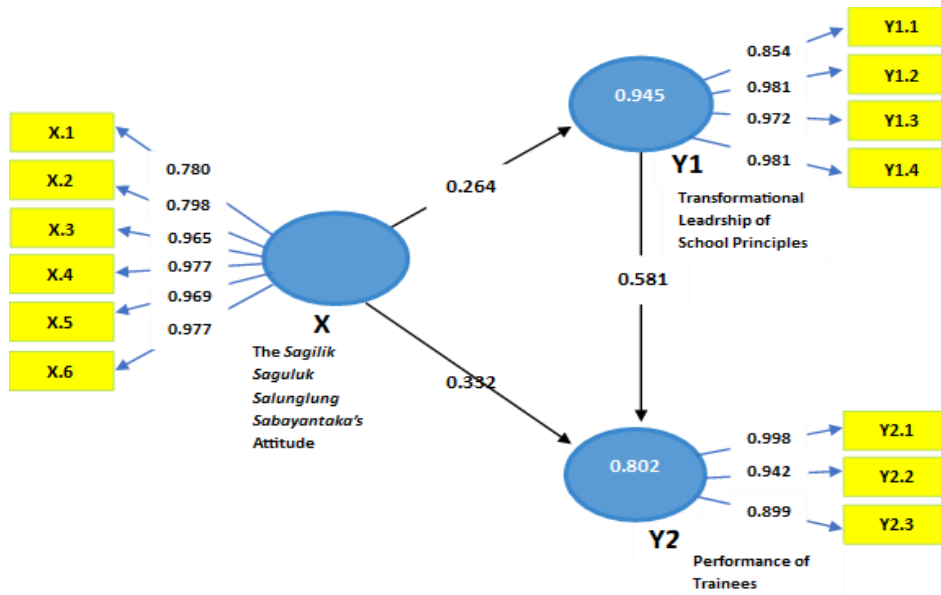


Figure (2). Results of Outer and Inner Model Analysis

Evaluation of Outer Model

The outer model's evaluation can determine the validity of each variable indicator and the level of consistency of each research variable that forms a latent variable. The test results can be seen on the outer loadings, as shown in Table 2.

Table (2). Outer Loading, Validity and Reliability

Variables	Indicator	Loading	T Statistics	P Values	Cronbach's Alpha	Composite Reliability	AVE
The Sagilik Saguluk Salunglung Sabayantaka's Attitude (X)	X1 <- X	0,780	5,823	0,000	0,925	0,947	0,760
	X2 <- X	0,798	6,499	0,000			
	X3 <- X	0,965	9,242	0,000			
	X4 <- X	0,977	10,355	0,000			
	X5 <- X	0,969	7,142	0,000			
	X6 <- X	0,977	13,504	0,000			
Transformational Leadership of School Principal (Y1)	Y1.1 <- Y1	0,854	25,561	0,000	0,962	0,973	0,899
	Y1.2 <- Y1	0,981	17,375	0,000			
	Y1.3 <- Y1	0,972	7,284	0,000			
	Y1.4 <- Y1	0,981	15,923	0,000			
Performance of Trainees (Y2)	Y2.1 <- Y2	0,998	79,554	0,000	0,942	0,963	0,897
	Y2.2 <- Y2	0,942	4,859	0,000			
	Y2.3 <- Y2	0,899	22,038	0,000			

Discriminant Validity

Discriminant validity is seen in reflective indicators by looking at cross-loading on latent variables to explain that a latent variable can explain the variance in the observed variable. The results are shown in Table 3 below.

Table (3). Discriminant Validity

Variables	The Sagilik Saguluk Salunglung Sabayantaka's Attitude (X)	Transformational Leadership of School Principals (Y1)	Performance of Trainees (Y2)
The Sagilik Saguluk Salunglung Sabayantaka's Attitude (X)	0,872		
Transformational Leadership of School Principal (Y1)	0,859	0,948	
Performance of Trainees (Y2)	0,855	0,867	0,947

Evaluation of Inner Model

Internal model testing, namely goodness of fit, is carried out to evaluate the model's fit. The results are shown in Table 4 below, which shows the R Square test results.

Table (4). R Square Analysis Results

Endogenous Variables	R Square	Adjusted R Square	Category
Transformational Leadership of School Principal (Y1)	0,945	0,944	Strong
Performance of Trainees (Y2)	0,802	0,798	Strong

Based on Table 4, the R^2 result of the transformational leadership of school principal variable was 0.945, which was relatively strong, and the performance of trainees was 0.802, which was classified as strong. A value of R^2 indicates that the structure of the model.

The next test is the Stone-Gaiser-Q Square Test (Q^2). For the calculation of the Stone-Geiser Q Squqre Test (Q^2) it is formulated as follows:

$$Q^2 = 1 - (1 - 0,945) (1 - 0,802)$$

$$Q^2 = 1 - (0,055 \times 0,198)$$

$$Q^2 = 1 - 0,0109$$

$$Q^2 = 0,9891$$

The results of the calculation of the Q^2 score of 0,9891 or 98,91% of the performance of the trainees were influenced by the sagilik saguluk salunglung sabayantaka's attitude of the trainees and the transformational leadership of school principal. In comparison, other variables determined the remaining 0,011 or 1,1%. The Q^2 value of 0.981 can already explain that the model formed can predict the hypothetical outcome in the powerful category.

Hypothesis Testing

Hypothesis testing aims to examine and explain the direct and indirect influence of research variables, the results of which are shown in Table 5 below.

Table (5). Results of Hypothesis Test of Direct Influence and Indirect Influence

Direct and Indirect Effects	Sample Origin	Sample Average	Standard Deviation	T Statistics	P Values	Hypothesis
X The Sagilik Saguluk Salunglung Sabayantaka's Attitude -> Y1 Transformational Leadership of School Principal	0,264	0,228	0,091	2,896	0,004	Accepted
X The Sagilik Saguluk Salunglung Sabayantaka's Attitude -> Y2 Performance of Trainees	0,332	0,056	0,154	2,159	0,027	Accepted
Y1 Transformational Leadership of School Principal -> Y2 Performance of Trainees	0,581	0,423	0,233	2,475	0,015	Accepted
X The Sagilik Saguluk Salunglung Sabayantaka's Attitude -> Y1 Transformational Leadership of School Principal -> Y2 Performance of Trainees	0,154	0,113	0,075	2,061	0,042	Accepted

Table 5. explains the results of testing the hypothesis of direct and indirect influences between the variables analyzed using the Structural Equation Modeling and Partial Least Squares techniques as follows:

- 1) The analysis of the direct relationship between the sagilik saguluk salunglung sabayantaka's attitude (X) and transformational leadership of school principles (Y1) obtained a coefficient value of 0,264 and a T-Statistic value of 2,896. The t-statistics value is multiplied by the application calculation, and the value is more than 1,96. In addition, a significance value of P Values of 0,004 was obtained, which was less than 0,05. The conclusion is the acceptance of a hypothesis that states the influence of X to Y1. The form of influence is positive. It can be explained that if there is an increase in the sagilik saguluk salunglung sabayantaka's attitude in the trainees, it causes the transformational leadership of school principles to also increase, and vice versa.
- 2) The analysis of the direct relationship between the sagilik saguluk salunglung sabayantaka's attitude (X) and the performance of trainees (Y2) obtained a coefficient value of 0,332. In addition, a T-Statistic score of 2,159 was obtained. The T-Statistical value of this calculation result is greater than 1,96. The significance level can be seen from the P Values value of 0,027. The value of these P values is less than 0,05. The conclusion is the acceptance of a hypothesis that states that X has a direct influence on Y2 or Y2 is directly and significantly influenced by X. This result can explain that the performance of trainees is directly and significantly influenced by the sagilik saguluk salunglung sabayantaka's attitude. The form of influence is positive. So, if there is an increase in the sagilik saguluk salunglung sabayantaka's attitude in the trainees, it causes the performance of trainees to also increase, and vice versa.
- 3) The results of the analysis of the direct relationship between transformational leadership of school principles (Y1) and the performance of trainees (Y2) obtained a coefficient value of 0,581 and a T-Statistics value of 2,475 > 1,96 and a P value of 0,015 less than 0,05. The conclusion is the acceptance of a hypothesis that states the influence of Y1 to Y2. The form of influence is positive. These results explain that the transformational leadership of school principals has a direct positive and significant effect on performance of trainees. This means that if there is an increase in transformational leadership of school principals, the performance of trainees will also increase, and vice versa.

- 4) The results of the analysis of the indirect relationship between the sagilik saguluk salunglung sabayantaka's attitude (X) and the performance of trainees (Y2) through transformational leadership of school principal (Y1) obtained a coefficient value of 0,154 and a T-Statistical value obtained based on the calculation results of 2,061. The value of this T-Statistic is greater than 1,96. In addition, the significance level obtained during the hypothesis test was a P value of 0,042. The value of these P values is less than 0,05. The conclusion is the acceptance of the hypothesis of the indirect influence of X to Y2 through Y1. This result can explain that the performance of trainees is indirectly significantly influenced by the sagilik saguluk salunglung sabayantaka's attitude through transformational leadership of school principal. The form of influence that occurs is the positive influence. This can explain that if the sagilik saguluk salunglung sabayantaka's attitude increases, it can cause the transformational leadership of school principal to increase, which has an impact on improving the performance of trainees.

DISCUSSION

The results of hypothesis-1 show that the sagilik saguluk salunglung sabayantaka's attitude has a direct positive and significant effect on the transformational leadership of school principals. The sagilik saguluk salunglung sabayantaka's attitude contains noble values that are mutually agreed upon and expressed in a commitment to learning in a training community. The applicable rules bind trainees in a training community. These rules are used as a standard reference in behavior. If each individual understands that they are part of the organization, they will try to behave according to the rules, and there will be shame if they violate it. This condition will support the formation of a harmonious atmosphere. An attitude of solidarity in training is binding and can foster trainees' togetherness so they can go through the challenges and training process together. The growth and habituation of the sagilik saguluk salunglung sabayantaka's attitude in the form of an attitude of discipline, responsibility, an attitude of caring, helping each other, and maintaining a harmonious atmosphere during the training will be feedback for leaders to carry out leadership more effectively, especially in terms of moving subordinates to get used to positive behavior sustainably without having to be constantly reminded. Habituation of attitudes in the form of behavior during training will also be feedback for leaders to motivate subordinates by giving responsibility and providing intellectual stimulus in the form of providing space for creative and innovative thinking in solving individual and organizational problems. The habituation of this attitude oriented towards togetherness and harmony will also be feedback for leaders in building emotional closeness with trainees not only based on work agreements but also the basis of trust and building commitment to the organization while still listening and considering the aspirations and needs of the trainees. Implementing the sagilik saguluk salunglung sabayantaka's attitude trainees will increase the effectiveness of the transformational leadership of the school principal as his superior. The increasing attitude of sagilik saguluk salunglung sabayantaka in the trainees also causes the transformational leadership of school principal to increase by providing motivation and appreciation to increase the work spirit and performance of trainees and vice versa.

The results of hypothesis-2 testing showed that the sagilik saguluk salunglung sabayantaka's attitude has a direct positive and significant effect on the performance of trainees. Attitude determines a person's behavior because attitude is related to perception, personality, feelings, and motivations. The indicator of the sagilik saguluk salunglung sabayantaka's attitude strongly emphasizes the importance of togetherness and loyalty. The indicators of the sagilik saguluk salunglung sabayantaka's attitude include (1) job satisfaction, (2) work involvement, (3) organizational commitment, (4) mutual aid, (5) cooperation, (6) caring, and (7) maintaining social solidarity strongly support the improvement of trainees' performance during training because there are tangible actions to achieve this performance. The desire to achieve job satisfaction and be involved in the organization will make trainees make more optimal efforts to do and complete the tasks set. Achieving job satisfaction in the form of achieving an optimal score of performance certainly requires an increase in the competence of trainees, so it can be said that the need to improve this competency will support achieving more optimal performance. Implementing the sagilik saguluk salunglung sabayantaka's attitude as manifested in the learning commitment will foster the commitment of the trainees as a form of their loyalty to the mutual agreement to achieve the common target, namely passing all. Consequently, fellow trainees must

always be willing to share with others if anyone needs help to get score that fulfill graduation standards. The growth of organizational commitment is in line with the growth of mutual concern, helping to present the expected performance so that training not only prioritizes the competition side but also touches the collaboration side. Trainees certainly need to improve their competence first before they are expected to help other trainees. The trainees who have less active participation in developing their professionalism have less satisfactory performance (Suwartono & Nitiasih, 2020) Discipline and responsibility are of course things that must always be maintained so that more effective self-management is formed. Self-management is necessary for implementing training because it contains the ability to regulate a person's behavior based on principles and good judgment (Ratnaya, 2023) Effective self-management is indispensable to complete tasks during training with better quality (Dantes et al., 2024) Habituation of a positive work attitude supports achieving more optimal performance (Agung, Dantes, et al., 2024; Saputra et al., 2023) trainees need to hone their skills first through more effective self-management. This will support the optimal achievement of trainees' performance. Trainees who show an improvement in the sagilik saguluk salunglung sabayantaka's attitude during the training will support their performance improvement, and vice versa. This condition is supported by the results of a study conducted by Astriani et al. (2024), which states that there is a significant determination between organizational commitment and teacher performance, with a correlation coefficient of 0.255 and a practical contribution of 0.38% (Astriani et al., 2024).

The results of hypothesis-3 testing showed that the transformational leadership of school principal has a direct positive and significant effect on the performance of trainees. The leadership of school principal greatly determines the performance of trainees because the school principal is the person who regulates, influences, and motivates the trainees to improve their performance so that the performance of trainees will never be separated from the strategic role of the school principal as the supreme leader. The school principals who apply transformational leadership will mobilize and provide protection to subordinates to maximize their performance, set an example, and work with sincerity and responsibility. In improving the performance of his subordinates, a principal will try to guide trainees, provide motivation, and create a comfortable working atmosphere so that trainees can work comfortably to achieve goals by the school's vision and mission. Transformational leadership of school principle focuses on improving values, beliefs, behaviors, attitudes, and emotions. The school principals who implement transformational leadership will seek to motivate trainees to put in extra effort, increase job satisfaction, achieve performance beyond expectations, and foster creativity and innovation to achieve organizational goals. The school principals who implement transformational leadership will try to bring out their charismatic side by giving influence and awareness to their subordinates about the importance of giving responsibility to trainees because they need responsibility as an opportunity to grow and motivation to improve themselves. Transformational leadership emphasizes efforts to transform values into work behavior and performance. This requires individual awareness and strengthening motivation from leaders. Leaders who apply transformational leadership will try to apply the dimension of transformational leadership, namely inspirational motivation, by providing confidence in carrying out tasks and motivating subordinates to foster internal motivation that provides opportunities to grow so that when given the task of participating in training, they will enthusiastically follow it, liking interesting elements during learning that support achievement more optimal work when carrying out tasks (Budhyani et al., 2022; Filivani & Agung, 2021; Nopiantari & Agung, 2021; Sulindawati et al., 2024; Umbara et al., 2023). Leaders will be a source of inspiration because they foster trust and calm the hearts of subordinates. In the context of inspirational motivation, leaders will try to empower subordinates and distribute their leadership functions. If you look closely, the basic principles of transformational leadership target the empowerment of followers and give responsibility to them, in this case, the trainees, so that they feel important and strive to excel in meeting the set performance targets. This indicates that transformational leadership of school principle is oriented towards fulfilling the needs of achievement, which can be interpreted as a drive related to how a person does things faster, better, and more efficiently when compared to what others have done for more optimal work performance (Wulandari et al., 2024). If the school principal carries out activities that include (1) optimizing his leadership by providing real examples of superior character values inherent in him as a character that needs to be emulated, (2) more motivating, appreciating, and empowering subordinates, (3) optimizing the provision

of intellectual stimulus in the form of providing creative and innovative thinking space in solving problems and (4) paying more attention to the aspirations and fulfillment of the needs of subordinates, it will be able to improve the performance of trainees. And vice versa. The results of this study are in line with the results of previous research, which showed that the leadership of school principals has a positive and significant effect on teacher performance (Agung et al., 2023; Agung, Lede, et al., 2024; I. M. Yudana et al., 2022).

The results of hypothesis-4 testing showed that the *sagilik saguluk salunglung sabayantaka's* attitude has an indirect positive and significant effect on the performance of trainees through the transformational leadership of school principal. The *sagilik saguluk salunglung sabayantaka's* attitude of trainees is reflected in disciplined behavior, responsibility for duties, commitment, helping, caring, and maintaining solidarity with others. This is a strong foundation to foster conducive work behavior and work culture in the organization. The school principal who implements transformational leadership tend to pay attention to trainees and respond to trainees' positive work attitudes by providing motivation and rewards to improve trainees' morale and performance. When trainees demonstrate a positive work attitude, the school principals will feel motivated to guide, provide clear direction on the vision, and support the trainees' development. A positive attitude in trainees will trigger their school principles to show empowering leadership so that trainees will be more enthusiastic about achieving work targets. The trainees with a positive work spirit will more easily receive transformational guidance to quickly adapt and innovate learning. Combining a positive work attitude and transformational leadership of school principal will support creating a conducive work environment. A conducive work environment supports trainees' creativity (Marini et al., 2024) to produce training products more optimally both in quantity of output, quality of output, and working time. The increasing the *sagilik saguluk salunglung sabayantaka's* attitude that is inculcated in the trainees will be able to increase the transformational leadership of school principal in providing motivation and appreciation to increase work morale. In addition, the school principal will be more enthusiastic to provide more support for the opportunity to grow subordinates by empowering subordinates, providing responsibility, and giving special attention to meeting the needs of subordinates' self-development, in this case as trainees. This condition will improve the performance of the trainees. This study's results are supported by previous research that stated that organizational culture through participatory leadership has a significant positive influence on lecturer performance (Ratnaya et al., 2022).

CONCLUSION

Based on the results of the research and discussion, it was concluded that

- the *sagilik saguluk salunglung sabayantaka's* attitude has a direct positive and significant effect on transformational leadership of school principal,
- the *sagilik saguluk salunglung sabayantaka's* attitude has a direct positive and significant effect on the performance of the trainees,
- the transformational leadership of school principal has a direct positive and significant effect on the performance of the trainees.
- the *sagilik saguluk salunglung sabayantaka's* attitude also has a significant indirect effect on the transformational leadership of the school principal and its impact on the performance of trainees at the Denpasar Religious Education and Training Center.
- The research findings on the *sagilik saguluk salunglung sabayantaka's* attitude are a good variable because they can have a direct positive and significant influence on the trainees' performance. In addition, transformational leadership variables can mediate a positive work attitude in achieving more optimal performance of trainees.
- The researcher stated that this study still has limitations, namely that it still needs to be supplemented with supporting theoretical studies and other relevant research to construct the concept of work attitude variables based on Balinese local wisdom, namely the *sagilik saguluk salunglung sabayantaka's* attitude and transformational leadership of school principal.

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