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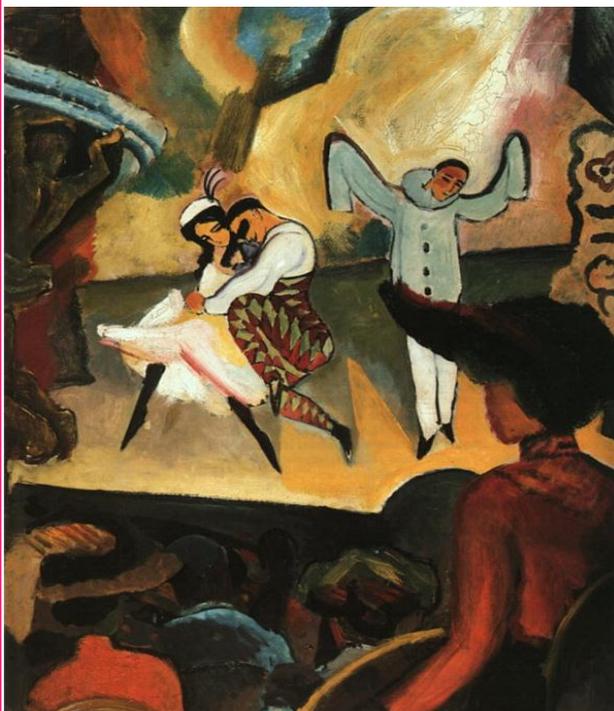
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Integrating the Philosophy of Tri Hita Karana into Indonesian language material provision

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Abstract

The aim of the study is to investigate the philosophy of Tri Hita Karana into Indonesian language material provision. The design was mixed: in terms of its objective, it was descriptive using a survey technique, while in terms of data collection, it was qualitative. The results of the study showed that Tri Hita Karana philosophy is very relevant to be integrated into Indonesian material provision for first and second grades at primary school. In conclusion, the Indonesian Textbook with the Contextual Approach is appropriate and may be accepted to be used and to be disseminated.

Keywords: Tri Hita Karana, teaching, material, primary school.

Integración de la filosofía de Tri Hita Karana en la provisión de material en el idioma indonesio

Resumen

El objetivo del estudio es investigar la filosofía de Tri Hita Karana en la provisión de material en el idioma indonesio. El diseño fue mixto: en términos de su objetivo, fue descriptivo utilizando una técnica de encuesta, mientras que en términos de recolección de datos, fue cualitativo. Los resultados del estudio mostraron que la filosofía Tri Hita Karana es muy importante para integrarse en la provisión de material de Indonesia para el primer y segundo grado en la escuela primaria. En conclusión, el libro de texto de Indonesia con el Enfoque contextual es apropiado y puede aceptarse para ser utilizado y para ser difundido.

Palabras clave: Tri Hita Karana, enseñanza, material, escuela primaria.

1. INTRODUCTION

An invested culture model is useful for creating social harmony (Atmaja, 2013). This is needed since conventional culture has been shaken by the strength of globalized culture penetration which causes some people to feel that their original identities are out of date since they do not linearly follow globalization. Then, they experience an identity crisis which makes them leave their selves (their original identities) to join the net or the global community which actually threatens their identities (Lasmawan, 2017).

In facing an identity crisis, one needs a harmonious relationship between human beings and the environment (Palemahan), human beings and their fellow human beings (Pawongan) and human beings and God (Parahyangan) (Tri Hita Karana) (Dharma Putra). The word

harmony shows/ reflects the sweetness of living in loving fraternity among human beings although it is interwoven in a variety of differences. This emphasis is important because the conventional cultures that position themselves in tepo seliro (tolerance), friendship, respect for the older are torn apart by free sex and individualistic attitude caused by globalization (Lasmawan, 2017).

According to Giddens (2001), globalization is the intensification of worldwide social relations which link distant localities in such a way that local happenings are shaped by events occurring many miles away and vice versa. This reflects that local values which are different and which are far apart from each other interact in intensive social relations. The intensiveness of the social relation will consolidate the existence of the developed world's social values and marginalize the developing and poor world, although the latter has proven to be strong in maintaining and taking care of fraternity in diversity. This condition makes cultural particularities disappear, cultural identities broken into pieces and critical thinking vanish. This causes concern about the replacement or even the erasing of local wisdom.

Local wisdom can regulate community life since it is based on the religious system. Since religion has strength beyond human capability, it is a religion that regulates human behavior. The regulating of human behaviour is needed since early years through habituation and teaching to develop 1) cognitive and psychomotor skill of individual students (Emmerik et al., 2009), to develop 2) attitude Stumpf (2009) to develop 3) positive appreciation towards work

(Heinz, 2009), to develop 4) learning habit, creative habit and productive habit Gill et al. (2000) and 5) to prepare students for jobs, self-employment or for further studies. This study was done at primary schools since primary education, especially primary school, is the foundation that has to be developed and is necessary for every child for continuing his or her study to the higher level and to go into the society and since it always receives the most focal attention from various parties.

2. REVIEW OF RELATED LITERATURE

It is for regulating behaviour that habituation has to be done since primary school through integrating the philosophy of Tri Hita Karana into Indonesian Language teaching material provision for first and second grades at primary school. This is in line with Lala Lubana, Andreas Priyono Budi Prasetyo, and Edi Cahyono's result of a study that showed that teaching materials that meet valid criteria had an effect on students' cognitive and affective aspects. A similar finding was also obtained by Ely that proved that the developed materials could improve students' interest and attitude.

To develop a positive attitude as the result of habituation in daily life, the philosophy of Tri Hita Karana needs to be integrated into the teaching materials of first and second grades at elementary school. Tri Hita Karana is a regulating system (customary law, local wisdom that comprises social and ecological wisdom (Atmaja, 2013). The

realization of Tri Hita Karana in teaching materials as cognitive text will develop three strengths with the reciprocities between Parahyangan (the relationship between human beings and God), Pawongan (the relationship between human beings and the environment) and Palemahan (the relationship between human beings and their fellow human beings) (Mudana, 2009).

The habituation of Tri Hita Karana in the education domain is expected to develop a human character that is founded on truths, virtues, peace, compassion, and nonviolent way of life. This is caused by the fact that Tri Hita Karana teaches human beings to live in harmony in their relations with God, human beings and the environment. This agrees with the result of the study by Rasna and Binawati (2018) that mentions that Tri Hita Karana is especially a harmonious life between human and God (religious). The harmonious relationship also needs to be habituated since childhood through a holistic paradigm of equilibrium of human social solidarity (*menyamabraya*) since all human beings belong to a big family (Atmaja, 2013).

Hence, Tri Hita Karana is an effort to develop a balanced and consistent life attitude between devotion to God, dedication to fellow human beings and love for the natural environment. Why Tri Hita Karana? Since human beings cannot live alone. A village has various things in it, but it does not acquire meaning because of its human population. It has meanings because of its water, cattle, and trees. The subject in the philosophy of Tri Hita Karana is human. Hence, the

subjects in this study are first and second-grade students of primary school.

3. METHOD

The first year stage in this study used a mixed design, i.e., exploration of themes/ sub-themes of Balinese local wisdom to replace themes/ sub-themes used in Indonesian teaching materials, so that the study used a survey technique of the descriptive study. The core competency (KI), basic competencies (KD) and indicators of attainment of the teaching objective were described in detail. Then, the equivalents of all of these in Balinese local wisdom authentic sources were sought so that a systematic relation was apparent between KI, KD and the indicators of attainment of the teaching objective with the themes/ sub-themes of Indonesian materials for first and second-grade primary school students. The examples of the relation can be seen as follows.

Class/ Semester	Local Wisdom Theme	Sub-theme	KI	KD	Indicators	Sub-theme
1/1	Theme 1: My Self/ Atman, Budhi, Manah, Indria	Sub-theme 1: I and my new friend	1. Accepting and practicing the religious teachings of the religion that one embraces	1.1 accepting God's gift in the form of Indonesian language	Identifying ways of introducing oneself	Purusa and Pradana

To dig up the Balinese local wisdom (the philosophy of Tri Hita Karana) to be integrated into Indonesian teaching material for first and

second grades at primary school, it was decided that the expert informant in the field was Drs. I Ketut Wiana, M.Ag. He is an experienced intellectual academician, and a resource person in local, national and even international seminar activities. When it was ready it was developed using the 4- D development model: Define, Design, Develop and Disseminate.

3.1. The Technique of Data Collection

The draft of the book on the themes and sub-themes of Tri Hita Karana were collected using in-depth interview, the draft of an integrated thematic book was collected using an assignment technique in the form of the writing of the equivalent themes/ sub-themes of the 2013 Curriculum in Balinese local wisdom. The teaching material validity from the expert was collected using a questionnaire. The validation of the teaching material was done by measuring its content validity which consisted of 1) the content validity in relation to the philosophy of Tri Hita Karana as local wisdom: He is an experienced academic figure; b) he is a resource person in various seminar activities, local, national and international; 2) the content validity was related to the language material; 3) the validity in relation to design and media was measured.

3.2. Place and Time

This study was conducted with the primary school students in Bali Province from 2015 to 2017.

3.3. Designing Stage

In 2015 the followings were designed: 1) themes and sub-themes of Balinese local wisdom for character education, especially those related to Tri Hita Karana for Indonesian Language teaching material for the first and second grades at primary school; 2) a thematic book for first and second grades at primary school which was improved according to the philosophy of Tri Hita Karana using the survey technique of descriptive study; core Competency (KI), Basic Competencies (KD), and indicators of the attainment of the teaching objective were described into the philosophy of Tri Hita Karana as the local wisdom.

An equivalent of every KI, KD and indicators of the attainment of teaching objective of Indonesian in the local wisdom was found, which in this paper is focused on Tri Hita Karana. Based on these, a first draft was made. In 2016, a study was undertaken involving: 1) local wisdom (Tri Hita Karana) which is relevant to the development of the students' ages and cognitive development; 2) the teaching material; 3) the writing of the design for improving the local wisdom-based integrated thematic book. Accordingly, the design of the second year research was an adaptation of Borg and Gall's (1989) development model.

3.4. Population, Sample and Sampling

For the study of 1) the local wisdom (Tri Hita Karana) it was decided that the informant was Drs. I Ketut Wiana M.Ag, while for the expert informant in education, (Tegeh and Kirna, 2010). In the development teachers of Indonesian Language were involved through the integrated book based on Balinese local wisdom with the focus on Tri Hita Karana. In this case, the reachable population was decided, i.e., the first and second-grade teachers in Bali province. The teachers who were selected to become informants in this study were those who taught the Indonesian Language at the first and second grades.

The teachers gave data which were used for developing the prior draft into the first draft, while the student informants provided data on students' responses. In relation to this, then at the first try-out, the sample of the study consisted of the first and second-grade teachers of elementary schools who taught Indonesian Language and the first and second-grade students of an elementary school that consisted of 9 regencies and municipality in Bali. The size of the sample of the study throughout Bali consisted of 1) that of school sample = 23; 2) that of headmaster sample = 23; 3) that of first and second grade teachers = 46; and 4) that of the first grade students = 115 and that of the second grade students = 115. The total size of the sample = 299.

3.5. Development Process

In Borg and Gall (1989) it is stated that a development research consists of: 1) a preliminary study and information collecting; 2) planning; 3) developing preliminary form of product; 4) preliminary field testing; 5) main product revision; 6) main product testing; 7) main field testing; 8) operational teaching materials revising; 9) operational field testing; 10) final product revision; and 11) dissemination and distribution.

3.6. Data Collecting

The data for developing the prior draft of the integrated thematic book for first and second grades at primary school that contains the local wisdom philosophy of Tri Hita Karana into the first draft were collected using an assignment technique in which a short text was written on the equivalents of the themes/ sub-themes contained in the 2013 Curriculum for Indonesian for first and second grades in Balinese local wisdom. The equivalent of every theme/ sub-theme in Balinese local wisdom in the form of a short text in the narrative, descriptive and exposition genres was sought. Documentation method was used to describe the design of the teaching material. Observation sheet was used to find out the students' responses in learning. The questionnaire was used to collect responses of the expert in relation to the content validity of the teaching material and the users' responses. The test was used to find out the students' learning achievement after they used the teaching material (Soo et al., 2019).

4. DATA ANALYSIS

Data on the development of the prior draft into the first draft (of an integrated thematic book) of Indonesian Language that contains character education of the local wisdom that focuses on the philosophy of Tri Hita Karana for the first and second grades of primary school and its original source were sorted into written texts in narrative, descriptive and exposition genres. These texts were supported with pictures. The students were asked to tell something about the pictures orally as the way to develop their speaking skill.

The texts that had been written were described in detail in terms of sub-themes of character education that focuses on Tri Hita Karana based on KI, KD and Indicators of the attainment of teaching objective. Based on these, the study used the qualitative analysis technique. This technique was also used to process the result of observation, experts' responses and users' responses which were obtained through interviews.

SCORE	CRITERIA
$3.5 < SR \leq 4.0$	Very Valid
$2.5 < SR \leq 3.5$	Valid
$1.5 < SR \leq 2.5$	Less Valid
$1.0 < SR \leq 1.5$	Not Valid

Note: SR = the total score of all items

The number of items

SR = the mean score based on the result of validation

5. RESULTS

5.1. Expert Judgment

5.1.1. The Development of the Prior Draft into the First Draft

Relationship of themes- sub-themes, Core Competency (KI), Basic Competencies (KD), Indicators, Local Wisdom Sub-themes, and Source of Reference of Local Wisdom

Class/ Semester	Local Wisdom Theme	Sub-theme	KI	KD	Indicators	Sub-theme
1/1	Theme 1: My Self/ Atman, Budhi, Manah, Indria	Sub-theme 1: I and my new friend	1. Accepting and practicing the religious teachings of the religion that one embraces	1.1 accepting God's gift in the form of Indonesian language known as the language of unification and the medium of instruction	Identifying ways of introducing oneself Introducing oneself by mentioning one's full name Mentioning the friend's name	Purusa and Pradana

The Design of the Thematic Book of Indonesian Containing Local Wisdom of the Philosophy of Tri Hita Karana.

Sub-theme 1: I and My Friend

Text: I am the whole of my body. My body is Purusa (for a boy) or Pradana (for a girl). After I was born I have friends called Stavira or plants and Janggama or animals and other human beings such as the children of my neighbours and friends with whom I play. Based on this text, the relationship of theme, sub-theme, KI, KD, and Indicators, according to the expert was very good (5).

5.2. Teachers' Response

I belong to one element in Tri Hita Karana from the Pawongan (human) aspect. Stavira (plants) such as grass and frangipani, Janggama (animals) such as dog and cat belonging to the Palemahan, the second aspect in Tri Hita Karana. Both I, plants (Stavira) and animals (Janggama) are creatures (Parahyangan) as the main elements in Tri Hita Karana. It is these three aspects which are taught to the students since the first grade through the creation of a harmonious relationship with God through the habit of praying before starting a lesson (Parahyangan). To make the students accustomed to watering the garden and the schoolyard (Stavira) and feeding pets (Janggama) as parts of Palemahan. So is making the students accustomed to speak with each other as part of Pawongan and to respect each other. It is necessary for the students to be accustomed to these to create a harmonious life.

5.3. Students' Response

The local knowledge of the philosophy of Tri Hita Karana academically was based on a large scale trial which was shown by the students' verbal ability in responding to the material presented by the teacher which fell into a good category (Pawongan). The nonverbal response in the form of the first and second grade students' behaviours in Bali to a request, invitation, teacher's admonition to the students not to make noise, to be polite, to respect others (Pawongan) as a form of harmony to balance knowledge (cognitive) acquired by the students with the practice in the form of attitude (effective)/ care for the environment such as picking rubbish in the classroom, watering plants in the school garden (Palemahan) and skilful (psychomotor), praying before starting and ending a lesson (Prahyanan) (Sears, 2018). This habituation turned out to have a positive and significant effect on cognitive, affective and psychomotor aspects of the students. Based on this it can be known that the students' response is good (4).

5.4. Validity of the Textbook Based on the Result of Validation

The results of the validation of the textbook according to the experts that consisted of: 1) Drs. Ketut Wiana, M.Ag, 2) Prof. Dr. I Made Gosong, M.Pd, 3) Dr. I Wayan Sukra Warpala. It showed the following results (Vargas-Hernández, 2016):

No	Components of Validity	Results of Validation according to Validators				Remark
		1	2	3	Mean	
1.	Organization of textbook	4	3	4	3.6	Valid
2.	Materials	4	3	3	3.3	Valid
3	Language	4	3	3	3.3	Valid
4	Pictures / Media	3	4	4	3.6	Very Valid
5	Evaluation	4	4	3.6	3.6	Very Valid

6. DISCUSSION

Based on the results of this study above it can be stated that the harmony of life is reached and started by the habituation in children's life since early in their life. The habituation in children's life has to be done collaboratively starting from the family environment as the first and main place of education for the children. The first and main education in the family is to make it the habit for the children to pray before doing an activity, such as before (eating, sleeping, studying) as the first part of Tri Hita Karana (Prahyanan). Secondly, to make them accustomed to metanjenan (Kosari, 2018; Yang et al., 2019; Indriastuti, 2019).

Enthusiasm is part of the child's responses as enthusiasm toward the book design, color, picture, and material presented in the book. Children were active in responding to the material presented in the form of questions and tasks. This was made possible because 1) letter from, 2) layout, 3) picture form, 4) coloring, 5) a balanced Ecopedagogical collaboration based on the concept of Tri Hita Karana got a good score (4). This was supported by the good language aspect

(4), good clarity (4). Good readability (4). The result of observation showed that the learning process was conducive. This was indicated by the students' enthusiasm in giving responses. Based on these it can be found out that the analysis of the components being assessed, the Indonesian teaching material that contains the philosophy of Tri Hita Karana fell into a good category.

7. CONCLUSION

Based on the assessment of the aspects by the expert, the appreciation by the teachers as the users of the book, the students' responses, based on readability/ comprehensibility, language aspects, the organization of the textbook, interesting pictures/ media and evaluation, then it can be stated that the integration of the philosophy of Tri Hita Karana into Indonesian teaching material provision for the first and second grades of primary school has met the criterion and is very good to be implemented. This is in accordance with the appreciation of experts, teachers, and students. The result conforms to the result of the study conducted by Wahyuni et al. (2018) that states that on the basis of the responses from the policymakers, the writers of the textbooks, the lecturers and students, they, in general, gave positive responses. Therefore, it may be concluded that the Indonesian Textbook with the Contextual Approach is appropriate and may be accepted to be used and to be disseminated.

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