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# Purana learning model based on self-understanding to improve spiritual intelligence

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## Abstract

The aim of the study is to investigate Purana learning model based on self-understanding to improve spiritual intelligence. In order to study and develop this learning model, the theories used were: modern learning models, theories of self-understanding and theories of spiritual intelligence. As a result, the conceptual design of a learning model led to a prototype / hypothetical learning model, which finally being refined continuously by the expert team. In conclusion, the model was considered effective due to its success in being able to improve the students' spiritual intelligence in Purana courses based on self-understanding.

**Keywords:** Learning, Model, Development, Purana, Self-Understanding.

## Modelo Purana de aprendizaje basado en la autocomprensión para mejorar la inteligencia espiritual

### Resumen

El objetivo del estudio es investigar el modelo de aprendizaje de Purana basado en la autocomprensión para mejorar la inteligencia espiritual. Para estudiar y desarrollar este modelo de aprendizaje, las teorías utilizadas fueron: modelos de aprendizaje modernos, teorías de la autocomprensión y teorías de la inteligencia espiritual. Como resultado, el diseño conceptual de un modelo de aprendizaje llevó a un prototipo / modelo de aprendizaje hipotético, que finalmente fue refinado continuamente por el equipo de expertos. En conclusión, el modelo se consideró efectivo debido a su éxito en poder mejorar la

inteligencia espiritual de los estudiantes en los cursos de Purana basados en la autocomprensión.

**Palabras clave:** aprendizaje, modelo, desarrollo, purana, autocomprensión.

## 1. INTRODUCTION

In order to improve students' academic competence, personality competence and social competence, there should be an enhancement in spiritual quotient to be able to study Hinduism in all its aspects and to be able to educate people well. In this case, Hinduism Instructors should have the professional ability to carry out their functions as a person who gives enlightenment or counseling in the field of Hinduism (transfer of knowledge in Hindu Religion). The reasons for all the above matters, in order to be well understood, internalized and properly applied, the students should develop their spiritual intelligence (SQ).

Spiritual Intelligence or Spiritual Quotient (SQ) is intelligence to solve problems of meaning and value, intelligence to place behavior and life in the context of broader and richer meaning, intelligence to judge that a person's action or way of life are more meaningful than others. Based on the reasons mentioned before, this development research was carried out in order to discover the development of a learning model that might be done to improve spiritual intelligence as the learning basis for all of the teachings of Hinduism. This also aimed to gain more sensitivity and responsiveness in responding to the

problems arise in society, customs and Hindu traditions in Bali and internationally.

Based on the explanation before, the research objectives can be formulated as follows: (1) Establishing the design of Purana conceptual learning models based on self-understanding to improve students' spiritual intelligence in the Hindu Illumination Department, (2) determining the validity of Purana conceptual learning models based on self-understanding to improve student's spiritual intelligence in the Hindu Illumination Department, (3) determining the effectiveness of the use of Purana conceptual learning models based on self-understanding to improve student's spiritual intelligence in the Hindu Illumination Department. The benefits obtained from this study were the improvement of students' spiritual intelligence, the development of various learning model and the emergence of creative inspiration from lecturers, students and the public in listening to the teachings of Hinduism. The theories used to examine the problems were: (1) General learning theory, (2) learning theory in Purana, (3) theory of self-understanding and (4) theory of spiritual intelligence (Anderson, 2000: Kor et al., 2019: Avazzadeh, 2015).

## **2. METHODOLOGY**

In this research, the writer will use a research and development (R & D) model, which was used to produce certain products. In this case, the developed products were conceptual models, models of

validity test results and model of the effectiveness of Purana learning models based on self-understanding to improve student’s spiritual intelligence in the Hindu Illumination Department at STKIP Agama Hindu Singaraja. The products form Purana learning models based on self-understanding to improve student’s spiritual intelligence would later be in the form of a learning model, which consisted of steps (syntax) of general learning, they were an introduction, core and conclusion. To develop this learning model, it adopted the design from R & D Frenkel’s model (1990), which consisted of three general stages, namely: (1) preliminary study phase, (2) development study phase and (3) evaluation phase. In more details, the research design can be seen in the following figure (Tomlinson, 1998).

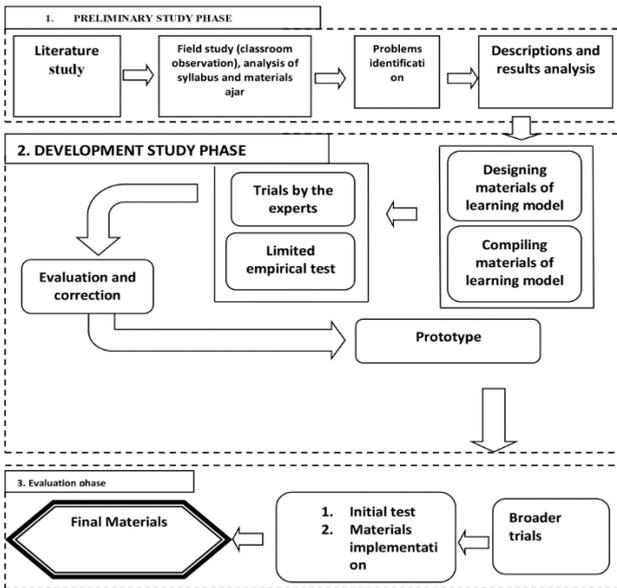


Figure 1: Research Stages

### **3. DISCUSSION**

In the discussion regarding the results of this study, they were: (1) the results of conceptual understanding of The Purana learning model based on self-understanding to improve students' spiritual intelligence of the Hindu Illumination Department, (2) the validity results of Purana learning model based on self-understanding to improve students' spiritual intelligence of the Hindu Illumination Department and (3) the effectiveness of the use of Purana learning model based on self-understanding to improve students' spiritual intelligence of the Hindu Illumination Department at STKIP Agama Hindu Singaraja. The model I conceptual syntax model of Purana learning model based on self-understanding to improve students' spiritual intelligence of the Hindu illumination department at stkip agama Hindu Singaraja: (The initial study results through theoretical study, classroom observation, syllabus analysis and lecture contracts) (Fraenkel & Wallen, 1990). Embedding the concept of self-understanding:

1. Embedding the concept of students' self-understanding that should be improved, which includes:

- a. Abstract and idealistic
- b. Differentiated
- c. Self Contradiction
- d. Self fluctuations
- e. The real and ideal self, the true and false self
- f. Social comparison

- g. Self-awareness
  - h. Self-protection
  - i. Unconsciousness
  - j. Self-integration
2. Introducing simple ways to assess the level of self-understanding through:
- a. Self-reflection
  - b. Listening to others
  - c. Self-understanding questionnaire
3. Time: 1 meeting

#### Core

1. Based on Syllabus, Semester Learning Plan and lecture contract, the main materials given in two meetings were:
- a. Definition, scope and compilation period of Purana
  - b. Purana relations with the Vedas and the Book of Hindu Literature
  - c. The position of Purana as a source of Hinduism Law and the purpose of compiling the Purana Book.
  - d. The synopsis of the Book of Maha Purana, namely: Brahma, Padma, Vishnu, Vayu, Bhagavata, Brhannaradya, Markandya, Agni and Bhavisya Purana.
2. Learning outcomes, which includes: Attitudes, Knowledge, General Skills and special skills. In accordance with Syllabus, Semester Learning Plan and Lecture Contract.

3. Learning methods: Lecturing, question and answer session, group discussion, class discussions, exercises, assignments and peer tutors.

4. Time: 2 meetings.

### Closing

1. Evaluating problems of attitudes, knowledge, general skills and special skills that can be achieved by students, through two stages, namely:

a. Process evaluation (60%) that was done directly in learning, by using guidelines for observation, interviews and evaluation of task presentations.

b. Learning outcomes product evaluation (40%) that was done through formative test.

2. Providing a spiritual intelligence test

3. Scoring results of spiritual intelligence test

4. Establishing the level of student spiritual intelligence that can be achieved

5. Time: 1 meeting

B. Validity test result of purana learning model based on self-understanding to improve students' spiritual intelligence of the hindu illumination department at stkip agama hindu singlaraja (Rustyah, 1995):

This stage was followed by the expert evaluation both theoretically and empirically. In gaining optimal and reliable results,

the evaluation was carried out in several stages. The first evaluation was carried out by an expert team to evaluate the substance of the content. The goal at this stage was to get an assessment, suggestions, opinions and input regarding the content substance of the additional developed materials. The results of this evaluation were analyzed to be used as a basis for revising the first phase. Furthermore, the products that have been developed were limited empirically tested, which was only for a few students. The results of this stage were hypothetical models or the prototypes of Purana conceptual learning model based on self-understanding to improve students' spiritual intelligence of the Hindu Illumination Department at STKIP Agama Hindu Singaraja. Model ii syntax model of Purana learning model based on self-understanding to improve students' spiritual intelligence of the Hindu illumination department at stkip agama Hindu Singaraja (Gagne, 1989): (Syntax Model Prototype of Learning. Evaluation Results by two experts)

- a. Strengthening the process of internalizing the concept of self-understanding to students
- b. Strengthening the process of internalizing the aspects of students' self-understanding, which includes:
  - c. Abstract and idealistic
  - d. Differentiated
  - e. Self Contradiction
  - f. Self fluctuations
  - g. The real and ideal self, the true and false self
  - h. Social comparison

- i. Self-awareness
- j. Self-protection
- k. Unconsciousness
- l. Self-integration
- m. Implementing simple ways to assess the level of self-understanding through:
  - n. Self-reflection
  - o. Listening to others
  - p. Self-understanding questionnaire
  - q. Conducting the self-understanding questionnaire
  - r. Result scoring of the self-understanding questionnaire
  - s. Establishing the level of students' self-understanding
  - t. Time: 1 meeting
  - u. Individual counseling to improve students' self-understanding was carried out outside the classroom, outside the meeting hours for the students who was considered to be lacking in their level of understanding (Rusman, 2011).

### Core

- 1. Based on syllabus, Semester Learning Plan and lecture contract, the main materials given in one month were:
  - a. Brief Description (synopsis) of 9 Mahapurana Books, namely: Brahmavaivarta, Linga, Varaha, Skanda, Vamana, Kurma, Matsya, Garuda and Brahmada Purana.
  - b. Panca and Dasa Laksana in Purana
  - c. Tri Guna and Tri Purusha of Avatara

d. The main points of Purana teaching about Brahma Vidya and Atma Vidya

e. The main points of Purana teaching about Karma Phala, Samsara and Moksha

f. The teaching of Tata Susila in Purana about: The basis of Ethics and morality, Catur Purusa Artha and Catur Varna (Sukadi, 2012).

2. Learning outcomes, which includes: Attitudes, Knowledge, General Skills and special skills. In accordance with Syllabus, Semester Learning Plan and Lecture Contract.

3. Learning methods: Lecturing, question and answer session, group discussion, class discussions, exercises, assignments and peer tutors (Sugiyono, 2011 ).

4. Purana learning Model Instruments: Power Points, Teacher's Diary and Anecdotal Record, list of students' activities or participation in the learning process.

5. Time: 3 meetings

6. Midterm Exam = 1 meeting

7. Providing remedials for students who have not achieved completeness in studying Purana courses outside the lecturing schedule (Borg & Gall, 1989).

Closing

1. Concluding attitudinal problems that can be achieved

2. Concluding the problem of knowledge that can be achieved

3. Concluding general skills problems that can be achieved

4. Concluding specific skills problems that can be achieved

5. Providing a spiritual intelligence test

6. Scoring the result of spiritual intelligence test
7. Establishing the level of students' spiritual intelligence level
8. Providing spiritual counseling for the students whose spiritual intelligence test results are still low, outside the lecturing schedule.
9. Time: 1 meeting

C. The effectivity of purana learning model based on self-understanding to improve students' spiritual intelligence of the hindu illumination department at stkip agama hindu singaraja (Sagala, 2012):

In determining the effectiveness of this learning model, several steps were taken, namely: (1) conducting initial tests of self-understanding and spiritual intelligence, (2) implementing prototype or hypothetical learning models on wider population, (3) carrying out the final test about self-understanding and spiritual intelligence and (4) establishing the final model about of Purana conceptual learning model based on self-understanding to improve students' spiritual intelligence of the Hindu Illumination Department at STKIP Agama Hindu Singaraja. The result of the initial test regarding self-understanding and spiritual intelligence (Mudjiman, 2008):

Table 1: The Implementation of Purana Learning Model based on Self-Understanding to improve Students' Spiritual Intelligence of the Hindu Illumination Department at STKIP Agama Hindu Singaraja

NO	NAME OF TESTS	AVERAGE SCORE	MAXIMUM IDEAL SCORE	CATEGORY
1	Initial self-understanding	53,20	80	Moderate

	test			
2	Initial spiritual intelligence test	46,80	64	Moderate

At the stage of this model implementation broadly, there were several things carried out in a coordinated and integrated manner including (Sudirga, 2007):

a. Applying syntax of Purana conceptual learning model based on self-understanding to improve students' spiritual intelligence carefully, starting from the preliminary, core and closing steps.

b. The application of this learning model involved the reviewers as observers to assess the processes and products of this learning model.

c. The reviewer also conducted interviews with several students to find out about: Enthusiasm, motivation, students' insight in implementing this learning model.

d. After completing this model implementation, the focus group discussion was conducted which involved all students, 2 reviewers and researcher. Based on the results of the FGD, syntax can be perfected from this learning, which eventually resulted in the final model of Purana conceptual learning model based on self-understanding to improve students' spiritual

intelligence of the Hindu Illumination Department (at C.4 point) (Joyce & Marsha, 1996).

Final Test Results on Self-Understanding and Spiritual Intelligence.

Table 2: The Final Results of the broader Test-Based Learning Model and the results of Focus Group Discussion

NO	NAME OF TESTS	AVERAGE SCORE	MAXIMUM IDEAL SCORE	CATEGORY
1	Final self-understanding test	60,55	80	Good
2	Final spiritual intelligence test	56,40	64	Good

#### 4. CONCLUSIONS

There were three important discoveries that could be generated from this research, they were:

(1) The design of Purana conceptual learning model based on self-understanding to improve students' spiritual intelligence was theoretical or conceptual learning model due to its development which based on modern theoretical studies by the experts' research-based, which were finally compiled into a theory which included innovative learning theory, self-understanding theory and spiritual intelligence

theory. The conceptual model could already be applied in a learning activity, but its credibility needed to be enhanced through limited trials in order to determine the model validity.

(2) The design validity of Purana learning model based on self-understanding to improve students' spiritual intelligence was tested in the limited test for one class only, including instrument, processes and research outputs.

(3) The Purana learning model based on self-understanding to improve students' spiritual intelligence was considered effective due to its success in being able to improve the students' spiritual intelligence in Purana courses based on self-understanding.

Based on the conclusions above, it can be suggested that the learning model that has been successfully developed is expected to be applied in pursuing Purana courses or other subjects, both in the classroom or outside the classroom as one of the learning models for the enlightenment of Hinduism.

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