

Inserting Tri Hita Karana-Based Learning Materials to an EFL Class For Character Education

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Abstract. Tri Hita Karana (THK) is a Balinese Local Wisdom. The gist of THK's teachings emphasizes three human relationships in life. The three relationships include *Parahyangan* relationships with God, *Palemahan* relationships with the natural environment, and *Pawongan* relationships with fellow humans which are interrelated with one another. Inserting THK-based learning materials of an English for foreign language (EFL) class especially in speaking class cannot be separated from the character education. The students may be good at English but they may be lack in the values of character education. A quantitative research with pre-experimental research design was gathered in this study. A group of students which consisted of 30 students were observed for the application of an independent variable which is presumed to cause change. A-group pretest-posttest was conducted in order to gather the data. Regarding to the findings, it could be summed up that speaking skill and character education could be improved by inserting THK-based learning materials.

Keywords: Tri Hita Karana, character education

INTRODUCTION

Tri Hita Karana (THK) is a Balinese Local Wisdom. The term THK is derived from the three words namely "Tri" which means three, "Hita" which means happiness and "Karana" which means the cause. THK means "three causes of happiness". The gist of THK's teachings emphasizes three human relationships in life. The three relationships include Parahyangan relationships with God, Palemahan relationships with the natural environment, and Pawongan relationships with fellow humans which are interrelated with one another. Every relationship has a life style of respecting other aspects around it. Administering a local wisdom element in teaching can be an effective strategy to enhance the awareness of character education [1].

Based on rapid changes and developments of technology, considerations into cultural values, which is like THK must also be considered. In the educational context, like English Language Teaching (ELT), technology – theories, frameworks, tools, developments, etc. – have been strongly utilized in its instructional process to assist effective and meaningful learning [2]. Some employ technological innovations for the good, which is like assisting to get an easy slide presentation, but some may use them for making their life easier. The existence and preservation of local wisdom and values in can be effective in guiding someone. According to Peters and Wardana (2013), THK is culture system containing three main elements of parahyangan (which means harmonious relationship between man and the Almighty God), palemahan (which means harmonious relationship between human and their environment), and pawongan (which means harmonious relationship between man and man). THK has become a holistic philosophy of life, as its goal is to achieve balance in life for happiness by prioritizing the principles of concurrency, harmony, and balance between economic, environmental, cultural, aesthetic, and spiritual motives [4]. It is important to understand holding the universal wisdom for life will enable humans to guide a better life. These values cannot be taught [5]. The values can be always embedded within the teaching and learning process.

It is globally convinced that local wisdom commences from a belief system that manages a society life [6]. Local wisdom can dive a guideline for a good will since it consists codes of relationships between human and

God, human and nature, as well as human and other human or THK (Suhardana,2006:50). The values of the reality of living together in terms of instilling religious values, cultivating social values, gender respect, planting the value of justice, developing democratic attitudes, cultivating honesty, showing honesty, increasing attitude and fighting power, developing an attitude of responsibility, and respect for the natural environment are the concept of Tri Hita Karana in teaching [7]. THK is very useful for the development of character education in Indonesia which can be widely developed. Character education is a fundamental aspect occurred in Indonesia, especially in school's context. In order to strengthen the values education, the roles of religious leaders to contribute related to this matter, [8]. There are eighteen character values in character education. Some of them are related to the development of students' intellectuality as well as linked to learning outcomes.

Inserting THK-based learning materials of an English for foreign language (EFL) class especially in speaking class cannot be separated from the character education. The students may be good at English but they may be lack in the values of character education. It is already known that character education should be conducted in Indonesia. Character education is kind of activity in which there is an educational behavior needed for the next generation. Character education is one of the primary goals that must be achieved by students. Based on the Ministry of National Education character is the result of any personality from the internalization of values, morals, and norms which are used as a basis for acting and thinking in society (Kemendiknas, 2010). The regulation No. 20 of 2003 on National Education System in article states that national education serves to develop the skills and form the character of dignified nation in order to educate the nation's life. The national education aims to promote the students' potential to become someone who only believe and devote his life to God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Undang-undang RI Nomor 20, 2003).

Speaking is a consideration which measures whether someone has mastered the language or not. When someone is able to convey what is being thought in the language without having a big problem in undertaking it, it means that he is mastery in speaking. It refers to the statement of Dash (2013:67) as he states that speaking is the way in which the speakers express and exchange thoughts and feelings by using a language. In other words, the main point of speaking is to deliver messages so that the listeners can receive, process and respond the messages. It can be said that speaking is an activity which cannot be avoided in daily life since it is need in everyday communication. As what stated by Thornbury (2005:41), speaking is a skill that is needed to be developed and practiced. Speaking skill includes the ideas, language rule, pronunciation, fluency, and comprehension. It is in line with the statement of Harmer (2001:271), speaking may encompass interaction with one or more participants involved. The interaction itself should be the activities which can improve the students' speaking skill; likewise, they are given by the teacher in the teaching-learning process in the classroom. One things that can be done in teaching speaking is by inserting THK-based learning materials in an EFL class.

As what has been mentioned in the background above, inserting Tri Hita Karana-based learning materials to an EFL class especially English speaking class for enhancing the character education of the students. Implementations of THK is intended to direct acts and attitude within learning activities. By inserting THK-based learning materials it is looked forward that this study could enhance students' speaking skill and their value of character education.

MATERIALS AND METHOD

Participants

A group of students which consisted of 30 students were observed for the implementation of an independent variable which is assumed to cause change. They were students of English Language Education Study Program taking an English speaking class.

Assessments and Measures

A quantitative research with pre-experimental research design was gathered in this study. A group of students which consisted of 30 students were observed. One-group pretest and posttest were conducted in order to gather the data. This research design integrated both pre-test and post-test by administering a test on a single group before the treatment is carried out and after the treatment is conducted. Based on the consideration above, this study will use the analytic scoring rubric to assess students' speaking performance. To be specific, the scoring rubric used is Brown's (2004) oral proficiency scoring. Based on the adapted scoring rubric collected main data were used to criticize the result of pre-test and post-test. These five-adapted aspects were: pronunciation, fluency, intonation,

comprehension and grammar. This was done to find out whether the improvement had occurred or not. The additional data of character education were collected through observation sheet to the subject under study.

RESULTS

This study used a pre-experimental research with only one group of students. Furthermore, the class were followed by interconnected activities. The subject under study joined an EFL class of speaking. They were taught by inserting THK-based learning materials. The materials provided for the students were based on the THK. The material was about making a monolog based on the topic given. Then they were asked to present it. The first topic included in this research was about "expressing gratitude of the achievement that they have ever got". This topic was based on the THK- *Parahyangan* which means relationships with God. They expressed their ideas about the provided topic. The second topic was "does pandemic of Covid 19 affect you as students?". This topic was in line with the THK-*Palemahan* which refers to a relationship with environment. The third topic was about "assisting friends during an on-line learning". This topic related to the second THK-*Pawongan* which reflect the relationship with others.

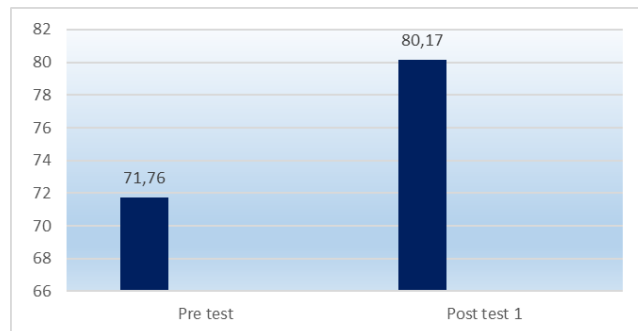


FIGURE 1. The students progressing achievement of Speaking Skill

DISCUSSION

The aspects of adapted speaking scoring rubric were pronunciation, fluency, intonation, comprehension and grammar. Pronunciation was the first aspect that is needed to be scored because it is the most important. It was due to the consideration that mispronunciation can lead into misunderstanding. Fluency was necessary to consider as an aspect to assess students' speaking performance in order to figure out whether students were able to use a language naturally. The intonation refers to the appropriate intonation used such as raising and falling intonation to express their speech. Comprehension refers to the wellness expression and understanding of the given situation and the context is clear. Grammar must be assessed to make students get used to speak in appropriate sentence structures and word order. It is purposed to avoid misunderstanding and misinterpretation of the listeners by arranging the correct meaning of sentences based on the context. The analytic scoring rubric could be said as appropriate to assess students' speaking skill as it provides description of the aspects of speaking skill to be scored.

Pre-test

This research was started by conducting pre-test. The pre-test was conducted in order to figure out the pre-existing speaking achievement of the subjects under study before the THK-based learning materials was implemented. The scale of the criteria of a scoring rubric was started from 1 (the lowest score) and 5 (the highest score). In pre-test, the subjects were instructed to do a speaking performance in front of class based on the topics provided and then perform it in front of the class in maximum seven minutes. The pre-test was followed by 30 subjects and related to the result, the mean score that was obtained by the students in pre-cycle was 71.76. In the aspect of fluency, the subject under study made some unnecessary pauses in the delivery of the argument. The students were difficult to deliver their ideas and follow the structure of the arguments; the method, manner and content as well. Most of students Makes errors in pronunciation but can be understood by the listeners. Accent is intelligible though often quite faulty. Most of subject under study were able to speak in quite accurate intonation but sometimes is misunderstood by the listeners. They were also Able to speak quite accurate but does not have confident control of the grammar. Based on these findings, the subjects needed an improvement in their speaking skill. Therefore, the researcher then conducted cycle I to enhance the students speaking skill.

Post-test

Regarding to the result of the pre-test showed that the speaking skill of the students was still below the minimum passing grade. Post -test was administered based on the result of the pre-test which indicated the

subjects' speaking skill before implementing the THK-based learning materials. These steps were chronologically carried out in order to obtain the best result. Moreover, the activities were explained as follows. In this phase, was started with planning which was an important phase to be conduct in order to make the teaching learning process, ran as well as possible. In this step, the researcher prepared some things such as lesson plan, learning material, worksheet and post-test. Planning was focused on constructing lesson plans to be suitable with syllabus. The subjects had to understand clearly the learning material before the researcher conducted post-test.

The post-test I mean score which was followed by 30 subjects was 80.17. Based on the mean score of this cycle, there were a few of the subject under study able to sound like native speakers. Some of them had a complete fluency in the language and continued to speak without any hesitation. Most of them could speak in the appropriate intonation. Some of them were also able to understands the topics clearly and able to retell. And some of them were able to use the language accurately but there were some grammatical errors which did not influence the meaning. As the result of the post-test I, it could be seen that there was very significant improvement from the result of the pre-test. This result is also supported by Sukarma et.al. (2017) who found that the implementation of reading materials that integrated THK value could improve students' reading comprehension.

The Observation Sheet.

In order to support the findings above, the researcher needed supporting data. A questionnaire was administered to know the changing of character education during the study. This study focusing on five-character education values, namely: religious, communicative, creative, curiosity and environmental care.

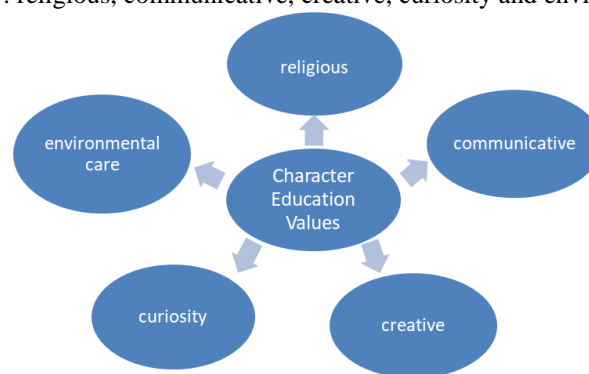


FIGURE 2. Character Education Values

Religious was the first character education observed. The religious character was a loyal and obedient attitude carrying out their religion, tolerant of the application of the worship of other religions, and harmoniously live with of other religions. The second character observed in this present study was communicative. The communicative character was a behavior that encouraged students to produce something beneficial for society, and recognize and respect the success of others. The subject under study could praise their friends when they were good and made some improvement in speaking. The third character of education observed was creative. Creative was the ability of the subject under study to think and produce a new way or result from something that is already owned. The fourth character education was curiosity. Curiosity was a behavior which always seek to know more deeply from something they have learned. And the fifth character education was environmental care. An environmental care was an attitude that always seek to avoid damage to the surrounding natural environment, and promote some efforts to sustain natural environment.

The observation indicated that the subject understudy showed the changing behavior in their five characters during the cyclical processes. It was supported by [16] found from the deconstruction of I Belog as the fool in the Balinese Folklore, the game highlights the importance of education to build good characters through examples and experience that can open possibility for a naïve and foolish person like I Belog to change into a smarter, more skillful, and wiser person. The emphasis of Indonesian education in character building should be concerned. The Character Education Action Plan 2010 proposes 18 character values that need to be achieves by students in Indonesia. The purpose of character education is to promote and enhance individual self-improvement towards a better life.

THK-based learning materials were acquired from the beliefs system. It could also emphasize students to act based on their surrounding preserving their nature. The THK-based learning materials, enhanced the students character education. They were more religious that can be seen by starting and ending the lesson by expressing gratitude to the Almighty God. They also gave appraisal to the God when they were succeeded in doing any task or assignment. They were also more communicative with lecturers and among students. The Observation sheet also showed that subject under study could enrich their creativity and curiosity. The students also pay more attention to their surrounding especially giving an environmental care.

CONCLUSION

Considering and regarding to the data and the explanation, this study was ended after conducting the post-test since students' speaking skill could be improved by inserting THK-based learning materials in an EFL class. Besides the data were also highly supported by the result of the observation which showed the positive changing behavior of the value of character education on the insertion of THK-based learning materials. On the other hand, the result of this study could be used as a guidance to conduct further research that was related to the implementation THK-based learning materials. In addition, it is hoped other similar research could be better conducted

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