

STUDENTS' PERCEPTIONS OF THE INTEGRATION OF *TRI HITA KARANA* VALUES IN DESCRIPTIVE WRITING

Ni Made Wersi Murtini^{1*}, I Made Sutajaya², I Wayan Suja³

¹Universitas Mahasaraswati Denpasar

^{2,3}Universitas Pendidikan Ganesha

*Email: wersimurtini@unmas.ac.id

ABSTRACT

This study explored students' perception toward the implementation of *Tri Hita Karana* (THK) in descriptive paragraph writing activity in English Language Education Study Program Unmas Denpasar. This qualitative study aims to find out students' perception of the application of THK in descriptive writing class. This study employed qualitative method involving 30 students of English Language Education Study Program. The data were collected through semi-structure interview. The analysis was focused on related themes with the students' perceptions of the integration of THK values in descriptive paragraph writing. The result of the research indicated that in general the students see it positively to the integration of THK with descriptive writing activity. They feel that the values of THK improved the quality of their descriptive writing by writing more meaningful content which is culturally more relevant. Students also noted that these values help them express their idea more creatively and deeply connected with the writing topic. This finding showed that integrating the values of local culture like THK in English learning could enhance students' descriptive writing skill and culture understanding. This approach makes the students learning process more interesting and contextually meaningful for students.

Keywords: descriptive writing, students' perception, *Tri Hita Karana*.

ABSTRAK

Penelitian ini mengeksplorasi persepsi mahasiswa terhadap penerapan *Tri Hita Karana* (THK) dalam kegiatan menulis paragraf deskriptif di Program Studi Pendidikan Bahasa Inggris Unmas Denpasar. Penelitian kualitatif ini bertujuan untuk mengetahui persepsi mahasiswa terhadap penerapan THK dalam kelas menulis paragraf deskriptif. Penelitian ini menggunakan metode kualitatif yang melibatkan 30 mahasiswa Program Studi Pendidikan Bahasa Inggris. Data dikumpulkan melalui wawancara semi struktur. Analisis difokuskan pada tema-tema yang berkaitan dengan persepsi mahasiswa terhadap integrasi nilai-nilai THK dalam penulisan paragraf deskriptif. Hasil penelitian menunjukkan bahwa secara umum siswa memandang positif integrasi THK dalam pembelajaran menulis paragraf deskriptif. Mereka merasa bahwa nilai-nilai THK meningkatkan kualitas tulisan deskriptif mereka dengan menulis konten yang lebih bermakna dan lebih relevan secara budaya. Para siswa juga mencatat bahwa nilai-nilai ini membantu mereka mengekspresikan ide mereka secara lebih kreatif dan lebih terhubung dengan topik tulisan. Temuan ini menunjukkan bahwa mengintegrasikan nilai-nilai budaya lokal seperti THK dalam pembelajaran bahasa Inggris dapat meningkatkan kemampuan menulis deskriptif dan pemahaman budaya siswa. Pendekatan ini membuat proses belajar siswa menjadi lebih menarik dan bermakna secara kontekstual bagi siswa.

Kata Kunci: menulis deskriptif, persepsi siswa, *Tri Hita Karana*

INTRODUCTION

Balinese philosophy which is well-known as *Tri Hita Karana* emphasized

harmony in three elements: *Palemahan*, the relationship between human and environment, *Pawongan*, the relationship among humans,

and *Parahyangan*, the relationship between human and God. This philosophy has strongly rooted in Balinese culture affects many aspects of life including education. Integrating *Tri Hita Karana* values in language teaching could help students understand language and its culture context deeply.

The implementation of *Tri Hita Karana* values in education aspect, particularly in learning descriptive writing, is an approach which integrate local wisdom into character education. *Tri Hita Karana* becomes framework to build positive behavior among students. This research explored students' perception about how these values affect their engagement and performance in descriptive writing lesson.

Research showed that the integration of *Tri Hita Karana* values in education field significantly improved character development and students' learning achievement. For instance, Hartayani and Wulandari (2022) state that those habituating students with *Tri Hita Karana* values create conducive learning environment which is important for effective learning engagement.

Moreover, the role of *Tri Hita Karana* in producing a supportive classroom atmosphere is further highlighted by Trisnawati & Sukmana (2020), who state that the application of *Tri Hita Karana* values leads to enhanced learning outcomes by fostering a sense of comfort and security among students. This is particularly relevant in descriptive paragraph writing where the students must feel free to express their idea and creativity. The finding of Suarni (2023) also aligns with this notion,

showing that problem-based learning models with *Tri Hita Karana* values oriented significantly enhanced students' ecological attitudes and learning achievement which suggest that that such framework can be adapted effectively to various learning subjects, including language arts.

According to Lisrianto (2023), the philosophical foundations of *Tri Hita Karana* demonstrate its universal application in fostering healthy relationships, which is crucial for cooperative learning settings. Instilling a feeling of responsibility in pupils is essential for their growth as responsible adults, in addition to promoting respect for the environment and other living things. Thus, by increasing students' awareness of their surroundings and the influence of their words, incorporating these principles into descriptive writing exercises can improve students' engagement.

Additionally, numerous studies have shown that *Tri Hita Karana* has a favorable impact on students' attitudes and behaviors. For instance, Mahaardika (2023) suggests that putting these beliefs into practice can help students adopt healthier lifestyle choices, which in turn helps them perform better academically. This all-encompassing method of teaching, which includes both academic and character development, is essential for producing well-rounded people who can think critically and communicate effectively.

Inserting *Tri Hita Karana* values into descriptive writing practice enhances students' educational experiences and advances their general character development. Incorporating this principle into teaching methods creates a peaceful and welcoming learning atmosphere

that motivates students to interact more fully with one another and with their writing.

There is a rare chance to improve students' writing involvement and sincerity by incorporating *Tri Hita Karana* ideals into descriptive writing exercises. *Tri Hita Karana*'s philosophical foundations, which stress harmony and connectivity among people, environment, and the almighty, might enhance descriptive writing, which required pupils to write vivid pictures of people, places, and things. The purpose of this study is to find out how students believe these principles affect their experiences writing descriptively.

Research shows that students frequently develop a stronger bond with their studies when they are encouraged to write about local cultural values. Fadhillah et al. (2023) talk on how project-based learning can improve students' self-confidence and teamwork, two things that are crucial when writing about difficult subjects and concepts. Students may be more inclined to investigate their environment and express their observations if *Tri Hita Karana* values are applied, which could result in more genuine and significant writing. This supports the findings of Atmowardoyo et al. (2021), who highlight the usefulness of creative approaches in improving language proficiency and imply that incorporating cultural values can inspire students to write more effectively.

According to a study by Yamin et al. in Moybeka (2023), effective descriptive writing also requires a supportive learning environment, which can be created by using *Tri Hita Karana* values. Positive opinions

of blogging as writing tool have been shown to improve students' involvement and writing performance. This implies that students are more inclined to put effort and originality into their writing when they believe that the assignments have purpose and are culturally appropriate. *Tri Hita Karana*'s principles can act as a framework for reflection, inspiring pupils to write about their experiences in vivid detail.

Furthermore, Syifa et al. (2021) point out that students' difficulties with descriptive writing frequently result from a deficiency in vocabulary and the capacity to properly communicate sensory information. Teachers can enhance their students' descriptive writing by encouraging them to draw from their cultural narratives and personal experiences by incorporating *Tri Hita Karana* values into writing process. As students see their cultural values represented in their work, this method not only helps them overcome writing challenges but also fosters a sense of identification and belonging.

Additionally, according to Morgan et al. (2014), the values of *Tri Hita Karana*, which promote mutual respect and productive cooperation, might strengthen the function of peer review in writing assignments. Peer review, which places a strong focus on harmony and respect for one another, can result in more fruitful feedback sessions and give students the chance to develop their descriptive writing abilities.

From those previous researches, it showed that students' perspectives and experiences can be greatly improved by incorporating *Tri Hita Karana* values into descriptive writing practice. Students will probably write more authentically and meaningfully if they have

stronger connection to their subjects, a supportive learning environment and encouragement to employ personal and cultural narratives. In order to comprehend how students view the influence of these values on their descriptive writing practice, this study will go deeper into these characteristics.

This study was conducted during the first semester of the English Language Education Study Program at FKIP Unmas Denpasar, specifically within the context of the descriptive writing practice for the Intensive English Course subject. The lecturer provided various writing topics related with the *Tri Hita Karana* values, encouraging students to explore and describe elements of their daily lives and cultural surroundings. The topics included “Traditional Offerings and Things in Worshipping God”, “Beautiful Places in Bali”, and “Close Friends, Family, or Relatives”. The topics were chosen for their relevance to the students’ experiences and the Balinese cultural context.

The students were assigned with writing descriptive paragraphs that adhered to the generic structure of descriptive writing, which includes a clear introduction, detailed description, and a conclusion. The topics provided were designed to help students connect with the local environment and culture, promoting engagement with their surroundings while practicing their language skills. For example, when writing about traditional offerings, students could describe the materials used, the process of making offerings, and the significance behind these rituals in their communities. Describing beautiful destinations in Bali

allowed students to highlight specific places they had visited or dreamed of visiting, emphasizing the culture, natural, or spiritual aspects of these destinations. Writing about spiritual leaders involved portraying the roles of these figures play in their communities, focusing on their characteristics, duties, and how they embody the *Tri Hita Karana* values.

These topics gave students a purposeful means of reflecting on and expressing their cultural identities in addition to assisting them in developing their descriptive writing abilities. Students were able to relate language study with the fundamental principles of harmony between people, environments, and God by integrating the *Tri Hita Karana* values into their writing exercises. This made the learning process both instructive and culturally enjoyable.

Descriptive writing is an essential part of learning English in which students provide detailed descriptions of people, places, and things. Students can develop a deeper connection with the subjects they write about and produce more genuine and significant writing by incorporating *Tri Hita Karana* values into descriptive writing exercises. The purpose of this study is to find out how students feel about the application of *Tri Hita Karana* values in descriptive writing exercises. How do students perceive the integration of *Tri Hita Karana* values in descriptive writing?

RESEARCH METHOD

This research uses a qualitative design to explore students’ perceptions of integrating *Tri Hita Karana* values into descriptive writing activities. The study focuses on how students perceive the integration of *Tri Hita Karana* values in descriptive writing.

The participants in this study were 30 second-semester students from the English Language Education Study Program at Universitas Mahasaraswati Denpasar. The participants were selected through purposive sampling to ensure they had sufficient experience in descriptive writing and were familiar with the concept of *Tri Hita Karana*.

Data were collected by conducting semi-structured interviews to 10 selected participants to gain deeper insights into their experiences and perceptions. The interview questions focused on how each aspect of *Tri Hita Karana* is integrated in their descriptive writing process. The data from the interview were transcribed and analyzed using thematic analysis. Thematic analysis involved coding the data to identify patterns and themes related to the research questions.

RESULTS

Parahyangan in Descriptive Writing

Students found that incorporating Parahyangan values into their descriptive writing made their work more reflective and personal. Writing about offerings in the temples or things related to worshipping God and religious ceremonies, beautiful places in Bali, or spiritual leaders in religious ceremonies allowed them to describe person, thing, and place by expressing their thoughts and emotions in a more meaningful way. Many students noted that describing their spiritual experiences helped them improve their vocabulary and express complex ideas more clearly. They also felt that this approach made their writing more engaging, as they were able to

connect personal experiences with broader cultural themes.

One student mentioned, “When I wrote a description about “Gebogan” during Balinese Hindu ceremony in the temple, I could use many new words to describe the “Gebogan” and its function and use for the ceremony and what it meant to me. I described what “Gebogan” is, what we need to put on it, and what makes it look beautiful. It made my writing feel more alive and real.

Pawongan in Descriptive Writing

The integration of Pawongan values encouraged students to write about their relationships with family, friends, and community members. This focus on interpersonal connections helped students use more detailed and expressive language in their descriptions. Students enjoyed writing about a family member, close friends, relatives or neighbor, community leader, spiritual leaders, as these topics were familiar and allowed them to express their feelings and thoughts freely. Many students reported that writing about these topics helped them develop a better understanding of descriptive techniques, such as using vivid adjectives and sensory details to make their writing more engaging.

A participant stated, “Writing about my family’s ceremony leader or called as “Pemangku” made me feel more understand what actually “Pemangku” is and what their role in society and ceremony. I used more adjectives to describe the atmosphere and the person that I described.

Palemahan in Descriptive Writing

Writing about nature and the environment, as part of Palemahan values, helped students

become more aware of their surroundings and use more vivid descriptions. Describing the beauty of Bali's rice fields, rivers, and mountains allowed students to practice using descriptive language related to colors, shapes, and textures. Students reported that this practice not only enhanced their vocabulary but also made their writing more interesting and detailed. They felt more connected to the environment and were able to express their observations and feelings more effectively.

One student shared, "Describing the rice fields in my village helped me learn new words and write better. I used words like 'lush,' 'green,' and 'serene' to show how beautiful the fields are."

Overall Perceptions

Overall, students perceived the integration of *Tri Hita Karana* values in descriptive writing as positive and beneficial. They felt that these values made their writing tasks more enjoyable and meaningful. Students reported that they were more engaged in writing activities and found it easier to express their thoughts and emotions. They also felt that their descriptive writing improved in terms of vocabulary use, clarity, and creativity.

DISCUSSION

The findings of this study suggest that integrating *Tri Hita Karana* values into descriptive writing activities can significantly enhance students' engagement and writing quality. By connecting with familiar cultural contexts, students were able to explore personal and meaningful topics, which in turn improved their

descriptive writing skills. This approach aligns with previous research that emphasizes the importance of integrating cultural values in language learning to create a more holistic educational experience.

By connecting with familiar cultural contexts, students were able to explore personal and meaningful topics, which in turn improved their descriptive writing skills. This approach aligns with previous research emphasizing the importance of integrating cultural values in language learning to create a more holistic educational experience. For instance, Hartayani and Wulandari (2022) found that habituating students to *Tri Hita Karana* principles fosters a conducive learning environment, essential for effective educational engagement. Similarly, Wirahyuni et al. (2021) highlighted that teachers' beliefs in the significance of these values positively influence teaching methodologies, enhancing students' character-building processes.

Moreover, Trisnawati and Sukmana (2020) argue that applying *Tri Hita Karana* values leads to better learning outcomes by fostering a sense of comfort and security among students. This is crucial in descriptive writing, where creativity and personal expression are essential. Supporting this, Suarni (2023) demonstrated that problem-based learning models oriented around *Tri Hita Karana* enhance students' ecological attitudes and learning outcomes, suggesting its adaptability to language arts.

The universal applicability of *Tri Hita Karana* in promoting harmonious relationships is further emphasized by Lisrianto (2023), who noted its role in fostering collaborative learning environments. These findings collectively highlight how cultural integration

can enrich both academic and personal development in language learning.

Students' positive perceptions of this approach indicate that it not only helps them improve their language skills but also deepens their understanding of their own cultural identity. By describing experiences related to Parahyangan, Pawongan, and Palemahan, students were able to express their thoughts more creatively and confidently. This finding supports the idea that incorporating cultural values into language learning can provide a richer and more engaging learning experience for students.

CONCLUSION

This study demonstrates that the implementation of *Tri Hita Karana* values in descriptive writing activities positively influences students' writing quality and cultural understanding. Students felt more motivated and confident in expressing their ideas when the topics were connected to their cultural background. These findings suggest that educators should consider incorporating local cultural values into language teaching to enhance students' learning experiences and promote a deeper understanding of both the language and the cultural context in which it is used.

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