

TRI HITA KARANA IN EDUCATION CONTEXT: A LITERATURE REVIEW

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ABSTRACT

This article aims to describe the importance of *Tri Hita Karana* (henceforth, THK) in the education context based on previous studies. This issue is important to be researched since there is a trend of considering THK for the betterment of education. An online-based literature review was used to get the primary data. The data are taken from free downloadable articles in scientific journals that focus on THK and its values in the education context. Google Scholar and Connected Papers were used as the search engines. The articles were limited from 2018-2022 and searched with the keywords Tri Hita Karana, value, learning material, and education. In this study, the researcher defined the term THK, explained the values of THK in the education context, reviewed previous studies on the educational values of THK, and provided recommendations for the better multidisciplinary integration of THK in the education context, especially in English as a Foreign Language (EFL). The literature review indicated that, in the education context, THK is used as an indicator to be used for building character education and integrating it with classroom practice.

Keywords: education, EFL, *Tri Hita Karana*

ABSTRAK

Artikel ini bertujuan untuk mendeskripsikan pentingnya *Tri Hita Karana* (THK) dalam konteks pendidikan berdasarkan kajian-kajian sebelumnya. Isu ini penting untuk dikaji karena ada kecenderungan untuk mempertimbangkan THK dalam rangka kemajuan pendidikan. Kajian literatur berbasis digital digunakan untuk mendapatkan data primer. Data diambil dari artikel yang dapat diunduh gratis di jurnal ilmiah yang berfokus pada THK dan nilai-nilainya, dalam konteks pendidikan. Google Scholar dan Connected Papers digunakan sebagai mesin pencari. Artikel dibatasi dari tahun 2018-2022 dan dicari dengan kata kunci *Tri Hita Karana*, nilai, materi pembelajaran, dan pendidikan. Dalam penelitian ini, peneliti mendefinisikan istilah THK, menjelaskan nilai-nilai THK dalam konteks pendidikan, mengulas penelitian sebelumnya tentang nilai-nilai pendidikan THK, dan memberikan rekomendasi untuk integrasi multidisiplin THK yang lebih baik dalam konteks pendidikan, khususnya dalam konteks bahasa Inggris sebagai Bahasa Asing. Tinjauan literatur menunjukkan bahwa, dalam konteks pendidikan, THK digunakan sebagai indikator untuk membangun pendidikan karakter dan mengintegrasikannya dengan praktik di kelas.

Kata Kunci: pendidikan, EFL, *Tri Hita Karana*

INTRODUCTION

Education plays important role in shaping students' potential. Based on the National Education System of the Republic of Indonesia Number 20 of 2003, education is to develop capacities and form character. The existence of local beliefs (Farhan & Hadisaputra, 2022) and local wisdom has to be accommodated and maintained (Jumriani et al., 2021) in supporting the education sector. Therefore, Government

Regulation of the Republic of Indonesia No. 87 in 2017 was issued to instruct stakeholders to have character education into practice.

From this notion, inserting local wisdom in education is needed to have a better generation. Local wisdom is defined in various ways by scholars. It is stated as a form of knowledge, belief, understanding, or perception (Pesurnay, 2018) and a reference for daily behavior (Sumardjoko,

2018) for the sake of ensuring efficient national development (Pornpimon et al., 2014). Those studies imply that local wisdom can be used as a direction for the education sector to implement the government's policy through classroom practice.

One of the well-known ideologies in the Balinese context is *Tri Hita Karana* (THK) (Atmadja, 2017). THK is the three sources of happiness and prosperity. They are in the form of good relationships that are spiritually connected between humankind and God (*Parahyangan*), between humankind and the natural environment (*Palemahan*), and between humanity (*Pawongan*) (Divayana et al., 2020). THK is the current trend in the teaching and learning process (Pramerta, 2022), therefore, it is massively used to strengthen the education sector and it influences the behavior of Balinese students' in their classroom practice.

As THK strengthens the education sector, schools and higher education institutions in Bali used THK as one of the indicators in the vision. THK embodies universal values (Huang & Rockwell, 2019). The inclusion of THK in the vision could fulfill the demand of the institution, such as innovation of learning and quality education development (Dewi et al., 2020). In addition, the implementation of THK can be the source of students' learning experience. It will drive their thinking skills so that they could construct meaning or information in meaningful ways.

Regarding on the importance of THK in the education sector, this study is conducted to describe the direction of THK implementation in the education context. It is based on the previous studies which used THK as one of their topics of research.

RESEARCH METHODS

The present study reviews the current literature on THK from the education context. The primary data were obtained from Google Scholar and Connected Papers. The literature review process was done by: (1) determining the keywords such as *Tri Hita Karana*, value, learning material, and education; (2) limiting the year from 2018 to 2022; (3) downloading the free downloaded relevant journal articles which are automatically detected by referencing system tools (Zotero); (4) reading the articles with scanning and skimming techniques; (5) defining the term THK; (6) explaining the values of THK in the education context; (7) reviewing previous studies on the educational values of THK; and (8) and providing recommendations for the better multidisciplinary integration of THK in the education context, especially English as a Foreign Language.

RESULT AND DISCUSSION

The current study has collected relevant articles on the issue raised in this study. There are two important directions for using THK in the education context. They are building character education and integrating it with classroom practice. Those two directions will be discussed as follows.

Building Character Education

Indonesia has shifted its strategy in the education sector to improve the students' quality in terms of numeracy, literacy, and character building. Creating creative generation with problem solving skills that are related to the students' surrounding are the target of the shift. It is also stated that THK concept is as a means of building a good personality, fostering a sense of

awareness and responsibility, facilitating the growth and development of the students (Dewi et al., 2021).

If it is traced back, the development of religious education is conducted to prepare for adaptable and qualified students. There are values in religious aspects which will lead to a meaningful life and shape a strong character (Zahra & Kuswanto, 2021). In line with the notion, there are found previous relevant research had been conducted to consider THK for character education. It could be shown from their ability to think, communicate, and behave based on THK concept (Wardhani, 2020). The development of THK concept is getting related and integrated into teaching and learning practice, specifically in character building.

The Ministry of National Education concerns on shaping the students' character and culture. As the follow up of the concern, THK becomes a representation of local wisdom that is utilized for instructional classroom practices. Character is also found to be incorporated with the local values such as traditional game, teaching, and philosophy into learning (Sukendar et al., 2019). It will optimize the students' behaviour (Kim et al., 2018). THK as one of the relevant concepts in education context is important for building character. Therefore, character education should be inserted in the teaching-learning process (Agboola & Chen, 2012) to provide the students with THK noble values such as relationships with God, people, and the environment (Sedana et al., 2022).

In the current situation, character education is integrated with the use of technology. THK concept does not stand alone, rather being integrated with the trend learning. Interestingly, there is a study related to character education that indicated

there is no different effect between the students who learn by using e-learning and conventional learning. In the study, there result showed no difference between the blended learning model and direct instruction model (Suwatra et al., 2021). From those studies, it implies that THK is found as a concept to strengthen character education that can be integrated with technology. The concept of THK lead to provide the students with experiential learning for the better knowledge and behaviour.

Integrating with the Classroom Practice

The second direction of THK in the context of education is the integration of THK concept with the classroom practice. Based on the findings using Zotero, there were found seven articles that are freely downloaded and automatically detected by Zotero. The studies showed that THK could be the consideration in developing learning material, learning model, and evaluation model.

One of the learning materials that was developed through the concept of THK is developing THK-based student worksheets. It is stated that THK concept is important in developing students' worksheet. The learning will be more meaningful when it is integrated with the local concept (Ibrahim et al., 2020; Sumardjoko, 2018). The THK-based worksheets make students active in learning. Their active learning is done by observing and understanding phenomena. Hence, the students' critical thinking skills will grow and develop (Winaya, 2021).

Another development was about e-learning administration which was based on THK concept. The e-learning administrations that was developed was consisted of semester course plan, teaching and learning materials, learning evaluation,

and e-learning designs (Margunayasa et al., 2021). Unfortunately, there were no further and specific explanation on the THK concept that is meant by the study.

The second finding is the use of THK concept for designing a learning model. As a local and familiar concept in Bali, incorporating THK concept will make the students able to understand the materials well. It is because, a familiar concept will lead to a better understanding (Sukarna et al., 2018). The students could connect their initial knowledge to the real world implementation (Adnyana & Sadia, 2018). In addition, the students can create an active learning process as the process to improve their learning outcomes (Trisnawati & Sukmana, 2020). As the result, the concept of THK make the learning model that is implemented more interesting, active, and meaningful.

The third direction of using THK in classroom practice is in terms of evaluation model. There was a study which made use of THK to develop the preliminary form of product. The product was a form of countenance evaluation model design based on ANEKA integrated with THK concept (Divayana et al., 2020). The evaluation model could be used to evaluate the character and quality of computer learning on vocational students of ICT in Bali province (Divayana et al., 2018). The study has shown that THK concept can be a consideration to make an evaluation model for the teaching and learning process.

CONCLUSION

The presence of THK concept in education context is important to consider by the teachers, students, and stakeholders. THK shows two important directions for the education context: building character education and integrating with classroom

practice. It implies that THK provides interesting, active, and meaningful (henceforth, IAM) learning concept for the students. Thus, from those result of multidisciplinary studies, it shows the flexibility of THK concept to be inserted in any kinds of field. Recommendation that can be given is using THK concept that could be universally used and accepted for facilitating the students in achieving their learning goals.

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