

Application of the Pale Mahan-Based Tri Hita Karana Learning Model in Grade 3 Theme 3 Subtheme 2 Learning 1 Indonesian Content at Sdn 90 Sipatana

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Abstract

Learning model Tri Hita Karana is a learning model that is oriented to three aspects or concepts of interrelated relationships between God, humans and the environment. In this learning model, it focuses on the environment, which is called Palemahan. The tri hita karana learning model has three stages in the learning process, namely: Stage 1 information/problem orientation, Stage 2 Guiding students in solving problems, Stage 3 Presenting results. The method used is a quantitative research method. From the results of observations, interviews through observation sheets (questionnaire) show that the Tri Hita Karana Learning Based Learning Model is effective in being used in the learning process in elementary schools, because the student responses show that the number of students who answered "Yes" to each question item is more than answer "No". This shows that there is student learning effectiveness, especially in the mindset through group discussions so that students solve problems together in groups.

Keywords: Education, learning models, effectiveness, learning methods.

Introduction

In the scope of education, students not only receive messages (materials) but there are many implications in it, students can be directed to carry out interactions socially both in individual and group form. In this case, the quality of learning tools is the main component in forming maximum effectiveness for students. According to Zuhdan, et al (2011) Learning devices are senses or equipment to carry out processes that allow educators & students to carry out learning activities (Masitah, 2018).

Learning models and supports used in the learning process have an influence on student learning outcomes. In this case, a learning model is needed in the teaching and learning process. The application of the learning model is not only for the needs of learning tools, but the learning model is needed to approach it conducive to students. According to Sudraajat, (2008) it is argued that the example of learning in its essence is a form of learning that is drawn based on the beginning to end that is presented distinctively by the teacher into a whole whole. On the other hand, Jhonson & Rahmi (2014) said that to know the quality of learning examples, it must be seen based on two aspects, namely process & product.

A positive classroom or school atmosphere will be able to allow students to develop character values and fundamental learning outcomes that are indispensable within the student's own social life. These character values include the value of affection between fellow people, the willingness to achieve the best in ways graced by God Almighty, and the pleasure of working with fellow friends to achieve progress in learning together. It is this value that is a prerequisite for the establishment of an intelligent and noble generation, progress and peace (Zuchdi, 2010).

The Tri Hita Karana Learning learning model is a learning model that is oriented towards three aspects or concepts of interrelated relationships between God, humans, and the environment. This learning model focuses on an environment called *palemahan*. There are 3 stages of learning in this model, namely; stage 1 orientation of information / problems, where the teacher will orient the problem / convey problems that occur in the surrounding environment in accordance with the material and provide motivation so that its implementation is achieved properly, stage 2 Guiding students in problem solving, at this stage the teacher organizes (in groups) students by directing through explanations so that students get explanations and problem solving by interacting with teachers and students, Stage 3 presents the results, at this stage the students are able to present the results of the discussion through the discussion and question and answer process and the teacher directs the students in the process of presenting the results.

The application or implementation of the teachings of tri hita karana is a very important thing in order to maintain harmony and balance in living this life (P. Windia, 2010). The concept of Tri Hita Karana is grouped into three values, namely: (1) morals towards God Almighty (Parhyangan), (2) morals towards humans (Pawongan), and (3) morals towards the environment (Palemahan). In the face of a pundamentalist life, the concept of Tri Hita Karana teachings introduces the values of the reality of living together in terms of the cultivation of religious values, the cultivation of social values, gender appreciation, the cultivation of justice values, the development of democratic attitudes, the cultivation of honesty attitudes, showing an attitude of honesty, the improvement of attitudes and fighting power, the development of an attitude of responsibility, and appreciation of the natural environment.

Based on data in the field with observations, observations, and interviews on October 06, 2022, it shows that out of 27 students, there are still 8 students who still have difficulty understanding Indonesian language learning materials through a learning model that is adapted to the grade 2 learning model, namely *Discoveri Learning* with lecture and question and answer methods. Discovery learning is one of the familiar learning models. According to Durajad (2008) The discovery learning model is a learning theory defined as a learning process that occurs when learners are not presented with lessons in their final form, but are expected to organize themselves.

The problem was reinforced by interviews with grade 3 students of SDN 90 Sipatana on behalf of Alif Alzam Idrak and Siti Magfira Husain, that there was a lack of knowledge in the learning process that only used the lecture and question and answer method Alif Alzam Idrak and Siti Magfira Husain could only listen to the teacher's explanation, on the other hand, Alif Alzam Idrak and Siti Magfira Husain also had a sense of hesitation to ask the teacher and the theme about the lesson previously taught by teachers so this is one of the causes of students' learning effectiveness has not been maximized.

On this issue, researchers gave birth to a new learning model called *the Palemahan-based Tri Hita Karana Learning* learning model which is a relationship concept that causes happiness in Hinduism. The basic concept of Tri Hita Karana is a concept that expects humans to maintain relationships between the three elements so that they can achieve happiness. The three elements are; 1). Harmonious relationship between humans and Ida Sang Hyang Widhi Wasa (Parhyangan); 2). Harmonious relationship between man and his fellow man (Pawongan); and 3). A harmonious relationship between man and his environment (Palemahan), (Wardana and Sudira, tt: 60). Through these three concepts, the *Palemahan-based Tri Hita Karana learning model* was born which was based on the concept of three interrelated relationships between human God and the environment, but here researchers are more on the concept of *Palemahan* (Relationship with the Environment) by connecting learning materials and the school environment as a source of problems that students will solve in groups so that students are given the opportunity to discuss, communication, Q&A, as well as solving problems by group discussions.

The purpose of this study is to enable students to be able to communicate and interact with teachers and students so that the effectiveness of student learning becomes better. In addition, by using the *Palemahan-Based Tri Hita Karana Learning* learning model, it can achieve maximum

goals and make it easier for teachers in the learning process, especially in the application of teacher performance in classroom management, especially in learning tools.

Method

The method used is a quantitative research method. Quantitative research is a condition of finding knowledge by using data in the form of numbers as a tool to analyze the information you want to know. (Kasiram, 2008). Data collection techniques use observation, interviews, and dissemination of observation sheets (questionnaires) to measure student understanding through a *palemahan*-based *tri hita karana* learning model. Then the observation results are processed by calculating the results of student responses using the percentage formula of the questionnaire results according to (Sugiyono, 2008).

$$P = \frac{f}{n} \times 100$$

P= Percentage

f = Frequency of Each Questionnaire Answer

n = Number of Respondents

Results And Discussion

Result

The *tri hita karana* learning model is a learning model that is oriented towards three aspects or concepts of interrelated relationships between God, humans, and the environment. This learning model focuses on an environment called *palemahan*.

The *tri hita karana* learning model has three stages in the learning process, namely: Stage 1 information / problem orientation, where the teacher will orient the problem / convey problems that occur in the surrounding environment in accordance with the material and provide motivation so that its implementation is achieved properly, Stage 2 Guiding students in problem solving, at this stage the teacher organizes (in groups) students by directing through explanations so that students get explanation and problem solving by interacting with teachers and students, Stage 3 Presenting results, at this stage students are able to present the results of discussions through a process of discussion and question and answer and the teacher directs students in the process of presenting results.

The first observation was made on September 26, 2022, where grade 3 students of SDN 90 Sipatana learned theme 3 subtheme 1 on the content of PKN deliberation material. In the learning process, Mrs. Sitty Nur Djana Paputungan as the homeroom teacher of grade 3 uses the lecture and question and answer method in the learning process, where after the teacher delivers the material, the teacher will conduct a question and answer to the students. From the observations, only 7 out of 27 students actively asked questions and re-explained the material that had been conveyed by the teacher.

From the results of the researcher's interview to one of the students who was less active in the class on behalf of Alif Alzam Idrak and Siti Magfira Husain, they were awkward or hesitant in expressing their opinions so that they were less active in class, besides the learning method that only used the lecture and question and answer methods also made students feel bored.

The second observation was made on October 6, 2022, researchers tried to teach using a new model, namely *Tri Hita Karana* Learning Based on *Palemahan* on theme 3 subtheme 2 content Indonesian material changes in the form of objects by relating environmental problems as a source of problems that students will solve in groups so that there is interaction between students and teachers.

In this sub-discussion, the author presents the results of the questionnaire that the author has distributed to 27 respondents, namely about "the application of the Attenuation-Based *Tri Hita karan* learning model in grade 3 theme 3 subtheme 2 learning 1 Indonesian language content".

1. It is easier for me to understand the lesson after the teacher has given an example of the problem and solved it by having a group discussion.

answer Yes as many as 27 students

Answer No to 0 students

$$P = \frac{f}{n} \times 100$$
$$P = \frac{27}{27} \times 100$$
$$P = \frac{2.700}{27}$$
$$P = 100 \%$$



When viewed in the diagram above, it shows that the number of respondents who answered "YES" amounted to 100% and those who answered "NO" amounted to 0, so that with the tri hita karana learning model, students could more easily understand the lesson after the teacher gave an example of the problem and solved it by discussing the group.

2. I am more excited if I study in groups and discuss solving problems.

YES answers of 23 students

$$P = \frac{f}{n} \times 100$$
$$P = \frac{23}{27} \times 100$$
$$P = \frac{2.300}{27}$$
$$P = 85,18 \%$$

answer NOT as many as 4 students

$$P = \frac{f}{n} \times 100$$
$$P = \frac{4}{27} \times 100$$
$$P = \frac{400}{27}$$
$$P = 14,9\%$$



When viewed from the diagram above, the percentage of interest of students who choose "YES" is 85.18 while the percentage who choose "No" is 14.9. So students are excited if group study and discussion solving problems is good enough.

3. I better understand the material with the group discussion method
answer Yes as many as 27 students
Answer No to 0 students

$$P = \frac{f}{n} \times 100$$
$$P = \frac{27}{27} \times 100$$
$$P = \frac{2.700}{27}$$
$$P = 100 \%$$



So, with the tri hita karana learning model, it shows that students better understand the material with the group discussion method very well.

4. I can solve problems by discussing groups
answer Yes as many as 27 students
Answer No to 0 students

$$P = \frac{f}{n} \times 100$$
$$P = \frac{27}{27} \times 100$$
$$P = \frac{2.700}{27}$$
$$P = 100 \%$$



If you look at the diagram above, those who choose the YES answer are 27 people or 100% so the percentage in the diagram above is very good.

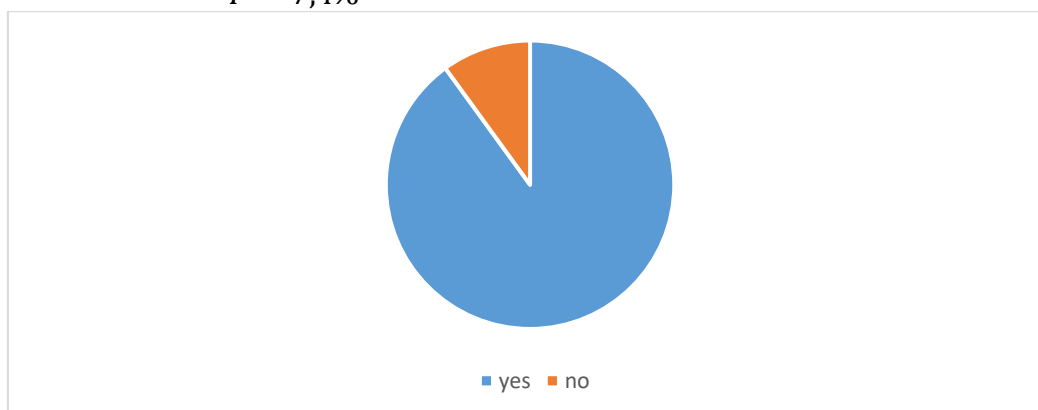
5. I am more active if I study by discussing groups
YES answers of 23 students

$$P = \frac{f}{n} \times 100$$
$$P = \frac{25}{27} \times 100$$
$$P = \frac{2.500}{27}$$

$$P = 92,6\%$$

answer NOT as many as 4 students

$$P = \frac{f}{n} \times 100$$
$$P = \frac{2}{27} \times 100$$
$$P = \frac{200}{27}$$
$$P = 7,4\%$$



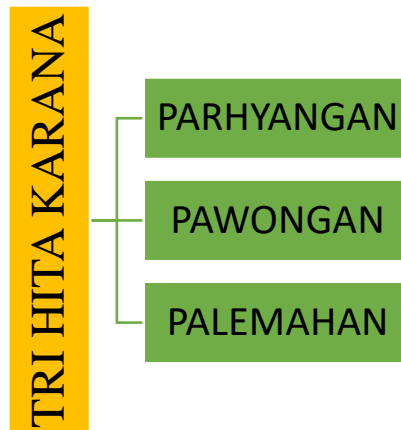
'When viewed from the diagram above, the percentage of interest of students who choose "YES" is 92.6 while the percentage who choose "No" is 7.4. So students are more active if learning by discussing groups is good enough.

Discussion

Tri Hita Karana means three (tri) causes (karana) peace of life (hita). The three causes of peace in life are (1). The balance of human life with God called Prahyangan; Balance and harmony of life between each other or Pawongan. The balance and harmony of life between humans and the natural

environment is called Palemahan. The consciousness of life as a creature of Tri Hita Karana is manifested as a life consciousness that adheres to the balance and harmony of life that is always aware of the existence of the Soul in every human being, aware of the existence of the body, aware of the life force (prana) in each human being. The balance and harmony of life in these three aspects is the source of happiness. Tri Hita Karana is three harmonious relationships that can cause happiness to mankind. Tri Hita Karana consists of three parts, namely

1. Parhyangan is a harmonious relationship that occurs between man and God.
2. Pawongan is a harmonious relationship that occurs between humans and fellow human beings
3. Palemahan is a harmonious relationship that occurs between humans and the environment



The tri hita karana learning model is a learning model that is oriented towards three aspects or concepts of interrelated relationships between God, humans, and the environment. This learning model focuses on an environment called *palemahan*. The tri hita karana learning model has three stages in the learning process, namely: Stage 1 information / problem orientation, where the teacher will orient the problem / convey problems that occur in the surrounding environment in accordance with the material and provide motivation so that its implementation is achieved properly, Stage 2 Guiding students in problem solving, at this stage the teacher organizes (in groups) students by directing through explanations so that students get explanation and problem solving by interacting with teachers and students, Stage 3 Presenting results, at this stage students are able to present the results of discussions through a process of discussion and question and answer and the teacher directs students in the process of presenting results.

The palemahan-based tri hita karana learning model has several activity steps that support the learning process, namely:

1. Students listen to learning objectives
2. Students read the information given by the teacher in groups
3. Students looking for problems / information in the surrounding environment related to the material
4. Students determine hypotheses
5. Students make presentations in front of the class
6. Students make reflections related to the material provided

The following are the stages of the RPP for the palemahan-based tri hita karana learning model.

Table 1 RPP for Tri Hita Karana learning model

PHASE	TEACHER ACTIVITIES	STUDENT ACTIVITIES
Stage 1 Information/problem orientation	· The teacher conveys the problems that occur in the surrounding environment in accordance with the material	· students listen to the information provided by the teacher · students and teachers communicate / Ask

	<ul style="list-style-type: none"> The teacher gives directions / motives to the students so that in its implementation it can be achieved properly 	<ul style="list-style-type: none"> questions about information / problems given by the teacher
Stage 2 Guiding students in problem solving	<ul style="list-style-type: none"> The teacher divides the students into groups The teacher encourages students to collect appropriate information, to get explanations and problem solving 	<ul style="list-style-type: none"> students collect information that is in accordance with the information provided by the teacher students discuss with their group mates students jointly determine the hypothesis
Stage 3 Presenting results	<ul style="list-style-type: none"> The teacher directs the students in presenting the work The teacher helps students for various tasks in his group 	<ul style="list-style-type: none"> students make presentations and present the results of reports according to the information obtained students and teachers reflect on the information they get

Advantages and Disadvantages of the Palembang-Based Tri Hita Karana Learning Model

1. Advantages of the Palembang-Based Tri Hita Karana Learning Model

- This learning model is easy to use in learning
- Assist students in interacting well
- Encourage students' thinking framework, because the learning process is related to problem solving.
- Train students to work together in solving problems
- Increase student motivation and learning activities.
- Provide opportunities for students to apply the knowledge they have in the real world.

2. Disadvantages of the Palembang-Based Tri Hita Karana Learning Model

- This learning model cannot be used for all subjects, because the tri hita karana learning model is only oriented towards group discussions and problem solving
- It is necessary for teachers to be aware of the implementation process, especially in the process of delivering material and problem orientation processes.

Conclusion

The Tri Hita Karana Learning learning model is a learning model that is oriented towards three aspects or concepts of interrelated relationships between God, humans, and the environment. The tri hita karana learning model has three stages in the learning process, namely: Stage 1 information / problem orientation, where the teacher will orient the problem / convey problems that occur in the surrounding environment in accordance with the material and provide motivation so that its implementation is achieved properly, Stage 2 Guiding students in problem solving, at this stage the teacher organizes (in groups) students by directing through explanations so that students get explanation and problem solving by interacting with teachers and students, Stage 3 Presenting results, at this stage students are able to present the results of discussions through a process of discussion and question and answer and the teacher directs students in the process of presenting results.

From the observation results, interviews through observation sheets (questionnaires) showed that the *Palemahan-Based Tri Hita Karana Learning Model* was effectively used in the learning process in elementary schools, because the student responses showed that the number of student respondents who answered "Yes" to each question item was more than those who answered "No". This shows that there is an effectiveness of student learning, especially in the mindset through group discussions so that students jointly solve problems in columns. By using the *Palemahan-Based Tri Hita Karana Learning* learning model, students are able to communicate and interact with teachers and students, the effectiveness of student learning becomes better and can achieve maximum goals and make it easier for teachers in the learning process, especially in the improvement of teacher performance in classroom management, especially in learning tools.

Acknowledgments

I realized that without the help and guidance of various parties, it was quite difficult for me to complete this research. Therefore I would like to thank Prof. Dr. Abdul Rahmat, S.Sos,I., M.Pd and Dr. Hj. Rusmin Husain, S.Pd., M.Pd as lecturers in school-based management courses, S1 Elementary School Teacher Education Study Program which accommodates researchers in completing school-based management course projects.

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