

## TRADITIONAL PHILOSOPHY TRI HITA KARANA-ORIENTED EDUCATION IN SUPPORTING SUSTAINABILITY EDUCATION

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**Abstract** Nowadays Indonesia is one of the countries that is perfecting the delivery of the *Sustainable Development Goals mission* (SDGs) which is a follow-up idea from the *Millennium Development Goals* (MDGs) by the United Nations. The environmental problems that happen are not only caused by natural disasters but also caused by people's activities. In line with that, education should take a role in increasing the environmental awareness of the young generation as a changemaker. To address this issue, it is highly possible to adopt the traditional ideology "Tri Hita Karana" to raise a generation of environmental stewards to reach positive results in attitude toward environmental sustainability. Tri Hita Karana, a traditional philosophy, is used in Green School Bali to instill ecological intelligence in children, raising their knowledge of environmental challenges. Tri Hita Karana, which strengthens students', teachers', and parents' understanding of the need to create a greener planet, is one of the core values at Green School Bali. In order to understand the essence of Tri Hita Karana as the Balinese ideology that is also utilized in the education of international students at Green School Bali, this qualitative research uses phenomenological type and descriptive analysis. To conclude, Tri Hita Karana as the ideology for Balinese that is applied in education for global students in Green School Bali instills a student's ecological intelligence that supports sustainable education. Moreover, Green School Bali has the global design to implement the values through social sciences subjects for their students from all over the world and successfully increase students' green behavior with various challenges due to the diversity of students' nationalities. Green School Bali is successfully develop students' ecological intelligence through applying green behavior related to Tri Hita Karana.

**Keywords** Sustainability Education; Tri Hita Karana; Social Studies

### A. INTRODUCTION

The quality of education reflects the quality of human resources, and education is essentially the nation's quality benchmark. In this case, the quality of education is measured not only in terms of intellectuality, but also in terms of how well education can raise students' awareness of their surroundings. Education, as the primary need, plays a critical role in the development of ecological intelligence through direct and indirect learning provided to students through schools. According to the Indonesian law Permendikbud No.64 of 2013, the Content Standards for Elementary and Secondary Education, the goals of national education include spiritual attitudes and social attitudes, knowledge, and skills.

Social skills are also very important as a student. Because social attitudes are part of the success of the core competencies initiated by the Permendikbud law. According to Gunawan (2012:3), character or attitude is the original state within an individual's self that distinguishes him from others. In other words, attitude is a relatively stable tendency that individuals have in reacting to themselves, other people, or specific situations.

Social skills can be practiced not only with other people but also with the environment. This ability can develop alongside students' ecological intelligence. Ecological intelligence for students is

more than just teaching what is good and bad; it can also help instill good habits in students so that they understand how to be caring individuals. towards the environment, as well as being able to feel good and value ordinary things to do so.

Global and national environmental quality have been declining in recent years. The Earth is under severe strain as a result of resource exploitation, air pollution, and limited access to water resources. The environmental issues that happen are not only caused by natural disasters but also caused by human activities. There are plenty of cases confirmed on it was because of human intervention (Goleman et al., 2010; Koger, 2013; Steffen et al., 2007; Steffen, 2013). Moreover, according to reported data by the United Nations (UN) by BBC.com (2011) explained that Indonesia is inclined to disaster in the world because of its geographical position which is in among plates Eurasian, Indo-Australian, and pacific. Moreover, data reported by the Ministry of Environment and Forestry described that Indonesia produced 32.82 tons of waste in 2020. The problem afflicting Indonesia cannot be solved by individuals only, but the community or group should be worked in a team. This has an adverse effect on the environment. It is demonstrated by the large amount of waste, which is currently one of the major issues for which no solution has been found. This occurs both within and outside of the school environment. Thus, improving this attitude can be accomplished through the cultivation of ecological intelligence, in which teachers are required not only to impart knowledge but also to instill a caring attitude in students by aligning the surrounding environment.

Ni Ketut Srie Kusuma Wardhani etc illustrates that Tri Hita Karana education as local wisdom is very appropriate to be used as an effort to integrate environmental education in schools. Through the concept of Tri Hita Karana, values about preservation of nature, maintenance of the school environment, maintaining school cleanliness and caring for plants can certainly foster student awareness about the importance of protecting the environment so that it can play an active role in environmental preservation and safety efforts. One of them is the preservation of our natural resources. It is hoped that students who need more help developing their ecological intelligence will be more mindful of their surroundings. The first step is to familiarize students with habits that have a positive impact on the environment from an early age, in order to increase green behavior and ecological intelligence.

The intriguing aspect of instilling ecological intelligence that can raise students' environmental awareness can be seen in students at Green School Bali by introducing them to Tri Hita Karana. This school, Tri Hita Karana, is committed to continuing education and makes green building a sustainable movement that is directly introduced to students. The presence of buildings that are in harmony with nature and optimize local wisdom aims to reduce negative environmental impacts and implement energy conservation effectively and efficiently. Green School Bali's green building allows it to comfortably support teaching and learning activities while also shaping the character of students to further develop their capacity as social beings who care about the surrounding environment.

Tri Hita Karana, as local wisdom, is an excellent choice for incorporating environmental education into schools. The values of nature conservation, school environment maintenance, school cleanliness, and plant care can certainly raise students' awareness of the importance of protecting the environment so that they can play an active role in environmental conservation and safety efforts through the Tri Hita Karana concept. As a result, the main focus of this paper is "How is Social Science Learning in Growing Students' Ecological Intelligence" which supports Sustainability Education by Applying Local Philosophy Tri Hita Karana.

## **B. METHODS**

This research is qualitative research using a type of phenomenological research. It is because this research uncovered the meaning of its essence and the existing concept. Besides that, this research expresses the certain values that are contained in Tri Hita Karana as the ideology for Balinese and applied in education in Green School Bali. This research is also using analysis data based on qualitative descriptive analysis. The chosen research object, Green School Bali, with the consideration that there are no educational institutions in Indonesia on a global scale with the principle of continuing education that is able to produce human resources (students) with high ecological intelligence to bring sustainability.

The type of case study is used with a reason because this is carried out in the field of social science and carried out on a unified system, where the unity of the system is in the form of a program of activities, events, or a group of individuals related by certain places and bonds. This conducted research on a case that was felt to have principles that were very helpful in fostering a sense of caring for the environment and learning in harmony with nature. In addition, the conducted interview which discussing about the effort of The Green School Bali in education contribution to the community on ecological intelligence possessed. These interviews were conducted with the founder, the teacher and the expert of Tri Hita Karana in Green School Bali, Indonesia.

### C. RESULT & DISCUSSION



pict 1 : Wiweka Sanga

The concept of Tri Hita Karana oriented for education is not a new concept in Bali. The concept of education has long been used in Bali's schools. This can be seen in the organization and utilization of building facilities and school temples, the organization of the school area's environment, and the presence of human elements or school residents. Almost every school in Bali has a parhyangan in the form of a school temple built in the main part of the mandala as the school's upstream location. Unsur palemahan, the third component of the Tri Hita Karana concept, is also an integral part of the school. The arrangement of schools' shade, beauty, and comfort with a variety of nature supports a harmony in Green School.

Tri Hita Karana elements, specifically palemahan, have been incorporated into school-based environmental education activities. Values such as (1) nature conservation, (2) school environment maintenance, (3) school cleanliness, and (4) plant care can all help to raise student awareness about the importance of environmental protection at school. Understanding these values is also expected to increase students' knowledge, skills, and awareness of environmental values and issues in schools, allowing students to take an active role in environmental preservation and safety efforts.

Tri Hita Karana-oriented education, in addition to being a medium for incorporating environmental education in Green School, can also integrate mindset and life attitudes to always build emotional intelligence, spiritual intelligence, ecological social intelligence, kinesthetic intelligence, artistic and cultural intelligence in students. The construction of temples in schools as a parhyangan element has been shown to foster attitudes of faith, piety, a culture of service, togetherness, mutual respect to eliminate egoism, change the nature of exclusivity to be integrative, build moral strength & mental determination, scrutiny, talent development, interest in art and culture as Indonesian national identity.

The implementation of the parhyangan element in Green School through the construction of temples has also helped shape students' awareness of God so that they feel more calm, safe, and their

minds are more focused on learning at school, making education at school more conducive. A safe, comfortable, and conducive educational environment is extremely beneficial in the implementation of quality education in schools. Furthermore, intensive parhyangan is used to foster harmony among school residents, including students, educators, and education staff.



picture 2 : The ceremony for the Goddess knowledge called Saraswati

Moreover, Social Studies subject in Green School is designed to help students gain knowledge, understanding, and analytical skills about the social conditions of society in today's fast-paced society. Furthermore, social studies aims for students to recognize concepts related to people's lives, to have basic skills in logical and critical thinking, to increase curiosity, inquiry, problem-solving abilities, and to have social life skills. In general, social studies subjects or courses present the curriculum that social studies relations and functions, which consists of a combination of materials from History, Government, Economics, Citizenship, Sociology, Geography, and Anthropology. The studies discussed in the social studies material at Green School Bali, Indonesia, however, are a combination of Earth Sciences and History. Wherever possible, these subjects have a material object of study about humans and the environment.

Green School Bali uses the Tri Hita Karana ideology in education to build a structure and culture based on local wisdom values. The structure is designed to bring harmony between education practitioners and God, between education practitioners and nature, and between education practitioners and others. In Indonesia, the pillars of education are school, family, and community, which means that education should take place in school, family, and society. Prof. Dr. Ida Bagus Mantra explains that Tri Hita Karana is about having a healthy human body, and being spiritually calm, intelligent, and professional in his duties. While Tri Hita Karana humans are concerned with health and physical fitness, they are distinguished by normal organ function throughout the body, the ability to think, communicate, and act effectively and efficiently, and the presence of a clean and bright spirit. (Putu Sudira, 2014, World Hindu Wisdom Meet, P. 11). Through the implementation of Tri Hita Karana, education should reinforce students' recognition of symbols, physical evidence of life (empirics), art and beauty (esthetic), shared understanding of relational and protective care (synoetics), ethics and morality (ethics), up to the integrative comprehensive view of life (synoptic).

Based on morality, Tri Hita Karana is a Balinese spirit that was used in Green School to live life with a vision of happiness. Following these moral values, people, including students, commit to creating harmony between nature and future generations, to respecting diversity, to continuing to save the ecosystem, and to providing a tolerance and peace-loving society. Because Tri Hita Karana provides core values in education to strengthen both the integrity and identity of education in

Indonesia and globally, it is used as an ideology in Green School Bali to direct the moral foundation of sustainable education locally, nationally, regionally, and globally.



picture 3 & 4 : Green Building in Green School

This local philosophy leads to the creation of sustainability in all elements at Green School Bali. Project-based learning processes in the classroom help students understand the necessary actions to make the world more sustainable. The theme of each study provided to students is always concerned with the reuse, reduce, and recycle principle. Being one with nature – in a classroom without walls – has a significant and positive impact on the learning process. It improves the quality of relationships, the way students conduct and behave with sensitivity to one another, and allows easily distracted youth in traditional classrooms to focus much more easily on their tasks - there are many distractions in Green Schools, but they are natural distractions that can be avoided. The Green School Bali envisions a holistic, student-centered learning environment that empowers and inspires students to become creative, innovative, and environmentally conscious leaders. In addition, to advocate for new learning models that connect timeless lessons from nature for relevant and effective preparation for a rapidly changing future. Aside from that, the school follows the eight iRespect values of Integrity, Responsibility, Empathy, Sustainability, Peace, Equality, Community, and Trust. Environmental education is an effort to change the behavior and attitudes of various groups or individuals in society.

#### D. CONCLUSION

The primary goal of Green School Bali is to establish a new paradigm for learning. Students must cultivate physical sensitivity, which will train them to adapt to their surroundings, as well as spiritual and emotional awareness. This is also consistent with the term ecological intelligence, which is very complex due to the fact that intelligence is supported by intellectual intelligence, social intelligence, emotional intelligence, and even spiritual intelligence. Where ecological intelligence is used in Green School Bali, cognitive skills are combined with empathy for all forms of life. Social and emotional intelligence is formed by the ability to see things from the perspective of others, which includes feeling what others feel and showing concern. Green School Bali can expand its capacity to other natural systems by following this ecological intelligence. This empathy will enhance rational analysis of the causal elements and influence motivation to assist and protect the environment surrounding the school.

Tri Hita Karana is a magnificent concept that is unparalleled in the world of education. Tri Hita Karana is capable of creating harmony with three aspects of education, namely cognitive, psychomotor, and affective (spiritual and social), in which these three aspects become educational goals. When implemented in terms of affective aspects, the concept of Tri Hita Karana is very suitable, as it aims to make students become human beings who believe and fear God Almighty and have noble character. Noble morals include ethics and character as a form of embodiment of religious education

(Regulation of the Minister of National Education of the Republic of Indonesia No. 22 of 2006 concerning Content Standards), which is closely related to the formation of national character.

The concept of Tri Hita Karana is felt to be very necessary in the school environment because it has very noble benefits and goals, namely (1) learning success will be easily achieved, students have an awareness of the moral values they adhere to and are able to harmonize their intelligence (intellectual, emotional, and spiritual); (2) for educators, applying Tri Hita Karana makes them role models for their students; and (3) forming complete human beings, always believing in God Almighty, having noble character, and always being accountable for what has been done; (4) developing students' mindsets in all aspects, both spiritual, social, and intellectual; and (5) forming virtuous human beings and maintaining social harmony.

These objectives will be easily attained if the school and family work together effectively. Because teachers and parents play an important role in instilling noble values that can guide students' future direction and orientation. It will be simple to realize spiritual, emotional, and intellectual intelligence in children if teachers and parents work together to create a positive environment.

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